A Phenomenological Study on Academic Advising: Perspectives of Community College Faculty

A dissertation

Submitted to the Faculty of

Drexel University

by

Dianna M. O'Connor

In partial fulfillment of the

Requirements for the degree of

Doctor of Education

May 2017

Author Note

Faculty members have many different roles at community colleges, but the role that was explored through the research presented in this paper is that of advisor from a faculty perspective. Therefore, the word "advisor" used throughout specifically denotes a faculty advisor.

Dedication

This paper is dedicated in memory of my brother, David, because he never got the chance.

Ar dheis Dé go raibh a anam.

Acknowledgements

I would like to thank the members of my dissertation committee Dr. Christine Vorndran, Dr. Ayana Allen, and Dr. Andrew Tomko for their guidance, support and encouragement. They provided me such wonderful feedback which helped a great deal.

A special thanks to Dr. Christine Vorndran my dissertation chair. My final product is better for her input and I appreciated her assistance throughout this process.

I am fortunate to have a family that values education and learning as a lifetime process. My program at Drexel University provided me the extraordinary opportunity to learn many lessons, particularly about the value of time, friendship and support.

Throughout my studies, I have been surrounded by amazing family, friends, and colleagues. I would like to thank my family for motivating me to persist toward my goal even though it presented enormous challenges for all of us. I am thankful to my husband who has been unwavering in his support. To my children, Jordan and Ryan who grew up while I was taking classes, I am unbelievably grateful for your patience throughout my studies. I want you to know that you inspired me to persevere. My hope is this serves as an inspiration, that you recognize the importance of hard work, and understand that learning is a life-long journey. For my mom, who exemplifies strength, thank you for always telling me I can do whatever I put my mind to.

To my colleagues who have been steadfast in their support since the first day I began this journey, your words of encouragement and confidence meant so much to me. I am grateful to have all of you in my life and look forward to sharing the next chapter of my professional career.

A number of friends assisted with this effort. Lisa, Barbara, and Joanna were especially helpful in providing friendship and support throughout the process, as well as good advice.

I also wish to extend my deepest gratitude to the ten exceptional faculty members who took time out of their busy schedules to share and explore their experiences. This study would not have been possible without their time, active participation and willingness to explore their approach to advising students.

Finally, I want to thank my classmates from my cohort at Drexel University especially Ian, Victor, and Lauren. They were often my lifeline and it was comforting to know that help was just a text away.

TABLE OF CONTENTS

List of Appendices

List of Tables

List of Figures

Abstract

A Phenomenological Study on Academic Advising: Perspectives of Community College Faculty

Dianna O'Connor

Retention and student graduation rates are a major concern for community colleges nationwide. As student dropout rates continue to climb and graduation figures languish, many studies have been conducted to investigate the causes of student attrition. Numerous reports have found faculty advising to be a contributing factor in student retention, however much of the research has been compiled from the student point of view (Braxton & Mundy, 2002 & McArthur, 2005). Although a connection between student persistence and advising has been established, there is a need for further research from a faculty perspective in order to create a successful program, and to improve retention, and ultimately, graduation rates. The purpose of this phenomenological study is to explore, describe, and understand the academic advising experience of full-time faculty at a community college. The research questions will focus on how community college faculty perceive their role in academic advising and explore their perspectives on the connection between academic advising and student retention. The interpretive/constructivist research paradigm will use qualitative data to describe and understand community college faculty perspectives regarding student retention and academic advising.

Keywords: Community College, retention, faculty advising

A Phenomenological Study on Academic Advising: Perspectives of Community College Faculty

Introduction to the Problem

The American Association of Community Colleges (2015) report that approximately 47% of the 17.5 million undergraduates begin their postsecondary studies at two-year institutions. These schools provide access to college with open-door policies that offer admittance for higher education to an increasing population of first-generation, low-income, and high-risk college students (Radford, Berkner, Wheeless & Shepherd, 2010; Snyder & Dillow, 2012). The mission of community colleges is founded on affordable tuition, local campuses, course flexibility, and support services to assist students with their economic and academic barriers (Bailey, Alfonso, Calcagno, Jenkins, Kienzl & Leinbach, 2004). If achievement were measured solely on enrollment numbers, community colleges would appear to be very successful. However, the National Center for Educational Statistics (NCES) reports that only 13% of community college students graduate within the expected two-year timeframe. These reports further indicate that a dismal 28% of students graduate community college within four years, double the prescribed amount of time (NCES, 2015). Additional national statistics reflect that not only graduation rates but semester-to-semester persistence rates continue to plummet at these two-year institutions. According to federal data, 25% of students who enroll in community colleges do not return for a second term (Kolodner, 2015). Statistics like these have thrust community colleges into the national spotlight, increased the awareness of stakeholders (accrediting agencies, policymakers, the general public, and taxpayers) regarding post-secondary completion rates, and intensified scrutiny on the quality and value of an undergraduate education.

American College Test (ACT) data confirms that while community college enrollment numbers have increased over the past 30 years their graduation rates have not (ACT, 2010). Thus, student attrition is not a new issue and retention has long been a problem for community colleges across the country. Although these disappointing attrition and completion rates are not unusual and have made headlines for decades, increasing economic concerns have magnified the concern. Nationwide, community colleges face a different landscape than they did a generation ago (Cook, 2014). These two-year institutions are more accessible than other sectors of higher education and become the starting point for students with little knowledge of college expectations (DeAvila, 2011). Consequently, community colleges are faced with a dilemma of divergent missions. Specifically, the open door admissions policy that provides student access conflicts with increased expectations and completion priorities (Fain, 2014).

The 2008 economic collapse and lingering budgetary concerns have brought marked attention to funding, spending, and the rising cost of higher education, even at the community college level (Harnisch, 2011). College admissions and enrollment were once seen as the key component of college revenue and budgetary concerns were addressed by registering more students and increasing their tuition (Raisman, 2008). Historically, states supported higher education funding to be predominantly based on the institutional headcount, or a census, taken at the start of a semester (Wild & Ebbers,2002), The college census, the official enrollment of an institution, has been used to determine not only financial aid eligibility but also state and federal funding amounts (National Center Educational Statistics, 2015). There were minimal financial incentives given to colleges for any measure other than headcount (Allen & Smith, 2008). Today it is widely recognized that a key factor to growing college resources is not merely admitting

students, but retaining them (Cooper, n.d.). Retention efforts, therefore, are becoming a primary focus in the strategic planning of many community colleges.

Higher education has a pivotal role in providing opportunities for students to transform their economic futures. The decline of educational attainment by American students over the last several decades has increased inequality and stymied our national economic growth (Orszag, 2013). Numerous studies link degree attainment with success and advancement in a global market (Sonfield, Hasstedt, Kavanaugh, Anderson, 2013). President Obama (2009) has set an ambitious goal for educators to substantially increase the number of college graduates by 2020 (Russell, 2011). His proposal signifies the belief that an education is no longer a pathway, but a prerequisite to opportunity in a worldwide economy (U.S. Department of Education, 2015). Several educational reformations have adopted completion and career readiness goals which have transformed the measures of responsibility and efficiency for community colleges (AACC, 2015).

The American Association of Colleges and Universities (2012) state that "the commitment to expanding student access must be anchored in an equally strong commitment to educational attainment". The significance of student retention, as a measure of institutional effectiveness, is an important consideration in the operations of community colleges (Harnisch, 2011). In the prevailing environment of educational accountability, increased attention is being paid to the services, functions, and outcomes of community colleges, particularly as they affect student persistence and degree completion (Sidhu, 2006).

Despite spending billions of dollars each year, the effectiveness of postsecondary education has not been assessed by evidence- based practices (Dwyer, Millett, & Payne, 2006). In this age of accountability, postsecondary institutions are now required to provide factual

evidence their programs are providing intended benefits, students are succeeding, and that these outcomes are being produced in a cost-effective manner (U.S. Department of Education, 2007). Consequently, many of the state and federal funding formulas previously based on enrollment numbers are now being redesigned. Policy makers are looking beyond institutional inputs and focusing now on student outcomes as a measure of the quality of education at a postsecondary institution (Jaschik, 2013). According to Bailey et al. (2004):

> Accrediting agencies, long criticized for an overemphasis on 'inputs' such as the credentials of the faculty and number of books in the library, are beginning to focus more on outcomes as a result of changed accreditation policies and demands from policymakers for greater accountability (p. 3).

Federal programs, such as the Obama administration's American Graduation Initiative and the U.S. Department of Education's plan to tie funding and financial aid to college performance, to heighten the focus on retention and graduation rates. Professional organizations, such as the American Association of Community Colleges (2015), are challenging institutions to shift emphasis from access to achievement in education. In an economy fueled by innovation, the capabilities developed through education have become America's most valuable economic asset (Association of American Colleges and Universities, 2012). With economic projections indicating that two-thirds of all jobs in the future will require advanced training or education, economic and educational theorists believe that students must graduate college to be productive members of a global workforce (Berger & Fisher, 2013; McKiernan, 2012). As a nation, improving the number of students who earn a college credential is considered necessary to boost economic influence worldwide and our ability to

expand our skilled workforce (Law, 2014; Kanter, 2011; Kirsch, Braun, Yamamoto & Sum, 2007).

Community colleges are now required to report performance measures based the graduation rate of first-time and full-time students completing a degree in three years (National Center for Educational Statistics, 2015). This criterion concerns community college leaders because the same attributes and characteristics that define community college students now will determine the institutions' performance statistics and success measurements (Smith, 2016). The existing federal graduation rate, annually reported through the Integrated Postsecondary Education Data System (IPEDS) and the National Center for Education Statistics (NCES), omit large portions of community college populations and therefore the data may not be representative of an institution's overall success (Jenkins, 2014). The majority of community-college students attend part-time; many transfer in from other colleges, or transfer out before earning a degree. All of these populations have been excluded in traditional graduation rate calculations and make it appear as if these students haven't been successful (Bailey, Jaggers, & Scott-Clayton, 2013). These graduation rates provide misleading information regarding performance rates since the majority of community college students are not counted by the federal system (Jaschik, 2013). The federal methodology for measuring graduation rates remain the most frequently cited statistic used to gauge student success and the overall quality of an institution (Smith, 2016). However, educational experts believe that student success in college should not be documented only in terms of enrollment and degree attainment. (Association of American Colleges and Universities, 2007).

Higher education experts agree it is important to monitor graduation rates; however, in order to measure community college student success, diverse definitions of accomplishment

must be considered. According to definitions found in research, retention and success may also be defined as: (1) successful completion of personal academic goals and/or degree attainment (Levitz, 2001); (2) students achieving clearly defined educational goals such as the number of course credits, enabling career advancement, or obtaining new skills (Tinto, 2012); (3) students' successful academic and social integration into the college community (Bean, 2001); and (4) the alignment of students' motivation, academic ability, and social skills (Cabrera, Castaneda, Nora, Hengstler, 1992). Regrettably, the current definition of a successful institution often makes little distinction beyond enrollment and graduation rates (Hoyt & Winn 2004). In an era of limited resources and increased expectations with public policy focusing on graduation rates as the measure of student success, institutions are experiencing increased pressure to improve these rates (Nutt, 2003).

The literature on student retention has long recognized faculty advising as an effective strategy for improving student success and ultimate retention (McClellan, 2014 & Nutt, 2003). In 1987, educators Arthur W. Chickering and Zelda F. Gamson published an article entitled "Seven Principles of Good Practice for Undergraduate Education" based on research about teaching, learning, and the college experience. This article highlighted seven important indicators that predict the quality of the students' educational experiences. Number one on the list is to encourage contact between students and faculty (Chickering & Gamson, 1987). A 2004 study compiled by the American College Test (ACT) found faculty advising to be an intervention responsible for higher than average rates of student persistence (McFarlane, 2009). Furthermore, the amount of faculty-student interaction was frequently a predictor of undergraduate satisfaction and retention. Advising is an area where this interaction can occur naturally (Kim & Sax, 2009; Pascarella & Terenzini; Stage & Hossler, 2000). Research has

shown institutions with high rates of retention have considerable faculty-student interaction and advising is a key factor. (Astin, 1993; Krush & Winn, 2010, & National Academic Advising Association, 2005).

An estimated 75% of advising done on college campuses in the United States is performed in some capacity by teaching faculty (Habley, Bloom, & Robbins, 2012). Voluminous amounts of research on faculty advising and the varied delivery systems of advising exist, but within the information, there is little agreement on the best or most effective plan (Habley, 1997; Habley & Gordon 2008; National Academic Advising Association, 2014). The faculty are involved in the most commonly used delivery systems which are conversely, the most criticized (Grites, 1978; Stage & Hossler, 2000). Although faculty advising is often said to be an important piece in college student retention, its complexity is often underappreciated by institutional stakeholders which impact the overall outcome (Tinto, 2012; Drake, Jordan, & Miller, 2013). Part of the problem may be the lack of a common definition of advising and the fact that advising models differ widely across institutions. According to the National Academic Advising Association (NACADA), there is no standard model of academic advising in community colleges nor is there a consensus on all the facets it should include. Additionally, multiple definitions with diverse philosophies and designs exist (NACADA, 2013; King 1993).

The primary responsibility of an advisor is to help students obtain information, develop skills, and achieve their academic goals (Kennemer & Hurt, 2013). Advising, in and of itself, encompasses multiple aspects of the student's educational experience and incorporates the academic and student affairs divisions. Advising needs beyond academic issues often complicate the role of the faculty advisor (Crissman-Ishler & Upcraft, n.d.). Advising community college populations requires skills and knowledge beyond the area of academics because everything

about the college experience may be challenging to first-generation students (Hutto, 2015). In order to be effective, advisors need to be familiar with admission processes, transfer regulations, financial aid requirements, payment plans, childcare, and other services generally associated more with Student Affairs. Faculty may recognize the importance of comprehensive advising, however, they are experts in their field, and may not feel qualified to offer guidance in areas outside of academic issues (Allen & Smith, 2008).

Further complicating the problem, faculty perspectives regarding their advising role also vary, but it is often viewed as an additional responsibility, not an integral part, and therefore relegated to a lower significance than teaching responsibilities (Wallace, 2011). This distinction may impact the advising duties, causing them to be performed in a perfunctory manner, which could prove counterproductive in meeting the needs of diverse students (Crockett, n.d. & Kelly, 2013). Part of the problem may lie in the aforementioned lack of a uniform definition of advising. Many institutions do not include advising experience as part of the recruitment or hiring criteria of faculty, which reflects the institutional values and defines expectations (Edwards, 2007). The college's mission and administrative priorities for faculty determine the amount of emphasis placed on advising (Kennemer & Hurt, 2013). The low priority of advising is evident given official training is limited, formal evaluations are rare, and advising is not often factored in the tenure or promotion process. (Cook, 2009; Demetriou, 2005; Habley & Gordon, 2000). Furthermore, faculty advisors are not encouraged to be part of decision-making processes which could lead to advising program or policy modifications (Habley, 2009). The lack of reward or incentives for advising may impact faculty attitudes and influence the overall quality of advising (Dillon, & Fisher, 2000; Kennemer & Hurt, 2013; Titley & Titley, 1982). These factors may diminish or confuse the importance of faculty advising further complicating

the critical role it has in connecting students with opportunities to foster and support their success in college (Campbell & Nutt, 2008).

Student expectations of college are often misguided putting them at risk for dropping out and making them difficult to be retained (Demetriou, & Schmitz-Sciborski, 2011). Students frequently judge their entire college experience based on interactions with faculty members. Research conducted by the National Academic Advising Association (NACADA) has repeatedly demonstrated the powerful influences faculty members have on student persistence. Unfortunately, national surveys indicate that faculty advising consistently ranks among those services with which students are least satisfied (ACT, 2006; Astin, 1993; Keup & Stolzenberg, 2004; NACADA, 2011). Given that advising is a powerful predictor of satisfaction and student success, it presents a concern for institutional stakeholders that students rank advising so unfavorably (Allard & Parashar, 2013; Carey, 2008).

Studies suggest that faculty advisors and their student advisees often hold divergent expectations of advising (Lynch, 2004; Mottarella, Fritzsche, & Cerabino, 2004). A high percentage of students pursuing an advanced degree possess little knowledge of what college may be like. As a result, their perceptions and expectations are often inaccurate, making them less prepared to deal with the challenges and struggles of higher education (Demetriou & Schmitz-Sciborski, 2011). These students begin college with expectations that differ greatly from those of the faculty. Students frequently confuse the role of the faculty advisors with that of their high school guidance counselors (Allen & Smith, 2008; Vowell, 1995). According to the American Association of Colleges and Universities, studies have found the key difference for students between high school and college is the level and expectancy of personal responsibility (2012). In high school, students are given authoritative direction regarding matters of education

whereas the role of the college faculty advisor is often more of a mentor or guide requiring student initiative and follow through (Smith, 2003). Advising at a community college presents additional challenges given the fact that students vary greatly in academic ability, preparation, and experience, which makes meeting all their personal expectations a difficult and time intensive task. (Miller, 2012).

Faculty advising, in the context of higher education, commonly refers to the process of assisting and facilitating students with the development of educational goals (Allen, Corriero, & Baldwin, 2010; Martin, 2004). Advising in college presents a major shift in responsibility for high school students (Boylan & Saxon, 2012). The underprepared student often requires a significant amount of assistance and explanation of rudimentary college skills and educational planning. Given the complexity of college programs and the increasing diversity of students, effective faculty advising programs require cooperation and a campus-wide integrated effort to meet all the academic and social needs of the student population they serve (King 2002).

The research that links faculty-student contact and its impact on retention is not disputed, but little research has been done on faculty perspective regarding their experience with academic advising and its ties to student retention (Habley, Bloom & Robbins, 2012). Improving the quality of faculty advising is, thus, a critical and often neglected step toward student retention and institutional planning. The lack of a systematic approach to defining faculty advising has been identified as a root cause of inconsistencies (Gordon & Habley, 2000). The current emphasis on retention and college cost efficiency demonstrates the importance of studying the faculty perspective of academic advising. Understanding the expectations for advising programs is crucial in order to address the needs of the faculty (AAC&U, 2012; Braxton, Vesper, & Hossler 1995). As the demand for accountability continues to grow, student success will

increasingly be used as a critical factor affecting funding for institutions of higher education (Zusman, n.d.). Understanding the difference between faculty versus student views regarding their roles and responsibilities should offer ideas for bridging the gulf and aligning expectations

Statement of the Problem to Be Researched

Increased attention is being paid to the services of community colleges, particularly as they affect student retention and completion. Faculty advising is an important component in accomplishing the goal of student success and a valuable means of student retention (Habley, Bloom, & Robbins, 2012). The assessment of faculty advising, however, rarely considers multiple perspectives. Student evaluations remain the most predominant form of advising assessment (Habley, 2004; Macaruso, 2007; Powers, Carlstrom, & Hughey, 2014). To better understand the complexities of faculty advising and connect advising to outcomes such as retention and degree completion, it is important to explore the perspectives of both the recipients of advising and the faculty who provide the bulk of advising (Habley, 2004). Often, there is a divide or a failure to translate the findings of retention research into advising models that can guide institutional programs to enhance student success. Studying the perspectives of faculty advisors may help connect the data. While definitions vary, retention is, no more, but certainly no less than, *successful education* (Tinto, 2000). Faculty advisors play a vital role in education and ultimate retention of students; however, there has been little research compiled assessing their own perspective regarding advising, their preparation for advising, or how they see it relating to student retention (Habley & Gordon, 2000). Habley (2010) asserts that actively involving faculty in the advising process demonstrates how important their input is. It may also lead to policy modifications and improvement of service.

This study will research and examine academic advising at a community college level from a faculty perspective. These institutions provide educational opportunities to a wide variety of students, but predominantly offer access for underprepared, first generation students that might find advising services to be essential to academic success. According to the National Academic Advising Association (2004), " First-generation college students do not have the benefit of parental experience to prepare or guide them with what is to be expected after they enroll, support for many of these students come from their advisors." The goal of this research is to explore community college faculty perspectives regarding their role and responsibility in the area of academic advising.

Purpose and Significance of the Problem

Application rates have surged over the past few decades and approximately half of our country's college students currently begin their studies at a community college (Juszkiewicz, 2016). Two-year institutions provide access to college with open-door policies that offer admittance to higher education for an increasing population of first-generation college students (Hutto, 2015). In terms of enrollment missions, the sustained matriculation efforts of these institutions have yielded impressive gains toward increasing access to education; however, it is well known that admission alone does not guarantee success.

Many students arrive at community college unprepared, lacking the skills needed to adapt to new learning expectations, and the ability to navigate the complex requirements which make meeting the needs of this diverse population particularly challenging. Community colleges offer flexibility, quality, affordability, and accessibility to students who may otherwise not attend college (Hasty, 2012). Since institutions with open admission policies admit almost everyone who applies, the level of academic preparation with students attending these schools is broad in

range (Gardenhire-Crooks, Collado, & Ray, 2006). The Center for Community College Student Engagement (CCSSE) has identified risk factors that may impede student retention and degree completion (2015). Community college students are often considered to be high-risk because they exhibit multiple factors that are known to jeopardize attainment of educational goals (King, 2002). The Center for Community College Student Engagement (2015) study concluded that risk factors include:

- academically underprepared
- being ineligible for financial aid
- requiring remedial education
- having to care for children (or other family members) at home
- working more than 30 hours per week
- being a first-generation college student
- attending college as a part-time student
- identifying the cost of attending college as a financial issue.

The purpose of this qualitative phenomenological study is to understand the experiences and perceptions of community college faculty regarding the advising process and how it may impact institutional retention. It is perceived that greater comprehension of this phenomenon can be used to inform future decisions that may impact faculty development and student retention initiatives. In order to understand the complexities inherent in how faculty members perceive advising, a qualitative research methodology will be completed. Faculty participants will be asked identical questions, but the wording will enable the respondent to express their unique

viewpoint, details, and information relevant to the individual experience (Gall, Gall, & Borg, 2003; Turner, 2010).

In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a relatively small number of respondents to explore their perspectives on a particular idea, program, or situation (Creswell, 2003). The primary advantage of in-depth interviews is that they enable a more detailed personal perspective and provide richer information than what might be available through other data collection methods, such as surveys. By conducting phenomenological research, a greater understanding of the perspectives of community college faculty advisors will be developed. This will be achieved through qualitative data collection using one-on-one, face-to-face interviews, or through technology such as Skype. Additionally, one-on-one phone interviews will be conducted if faculty are unable to participate face-to-face via Skype. This empirical research method will be used to gather data on faculty perspectives on academic advising at a community college. The study will offer a perspective of faculty advisors in a community college setting to understand how they perceive the advising process and how it may relate to student retention.

The proposed study will contribute to the existing literature by exploring the perspective that faculty members have toward their role in the academic advising process. Information gathered may be used by college administration to gain an in-depth look at faculty advising, allowing institutions to better meet the needs of the faculty and students to improve satisfaction and retention. It will also help to better understand deficiencies in training to better prepare faculty for successful advising and information from this study can be used to create professional development in the area of academic advising. Additionally, findings from this study could be

used to fill a void in the research by presenting a study from the perspective of the faculty regarding academic advising.

Research Questions

The study will explore the following questions:

1. How do community college faculty members describe their experiences with the academic advising process in regards to areas such as training, student engagement, institutional goals and learning objectives?
2. What are the connections between academic advising and student success from the perspective of community college faculty members?

The Conceptual Framework

Researcher Stance

The interpretive epistemology of this study is one of subjectivism, that is, individuals see the world based on their knowledge of the world. The interpretive paradigm is relativism in that the view of reality is subjective and differs from person to person (Scotland, 2012). This research is based on the ontological philosophy characterized by the belief that reality is subjective to the participants in the study (Creswell, 2003, 2014; Lincoln & Guba, 1986, & Scotland, 2012). Interpretivists operate with the belief that reality is socially constructed and what is known is native or acquired within cultures, social settings, and relationships with others. Operating from this perspective means that validity or truth cannot be grounded in objective reality (Andrews, 2012). Therefore, two individuals can experience the same phenomenon and simultaneously have different experiences (Angen, 2000). Building on this ontological philosophy, the approach taken while conducting this research is that of a social constructivist (Creswell, 2003; Lincoln & Guba, 2000; Schwandt,

2000). This paradigm contends that the nature of reality is distinctive to a group based on their beliefs and experiences, and that knowledge is constructed rather than created (Andrews, 2012).

To create an advising program that will be supported by faculty, it is imperative to understand their viewpoints. Studies, compiled by ACT and NACADA, express a sense of frustration and miscommunication between faculty expectations and student expectations (Collier & Morgan, 2008, & McCleaf, 2012). It is often assumed that college professors naturally understand the advising process. (Erickson, 2012). However, the faculty members teaching at a community college are as diverse as the students or the institutions themselves. Faculty may be recruited from industry as well as academia (Fletcher, & Carter, 2010). The role of the faculty advisor is often not prioritized or discussed during the hiring or orientation process. Additionally, limited resources combined with under-trained staff and ever-changing working conditions create barriers to developing an effective advising program. As Coordinator of the Academic Advising Center, this researcher recognizes the importance of faculty advisors interacting with students outside of the classroom. The contact made in an advising situation can ease student frustration and anxiety over attending college. The constructivist perspective tends to observe the world through processes, experiences, and relationships. Reality is subjective. People experience reality in their own way and their perceptions, which are influenced by values, beliefs, knowledge, experiences, and mental models (Creswell, 2007). By using a qualitative phenomenological research study, it is realized that the information gathered from the participants would be their view and understanding of the advising experience. As the researcher and the primary instrument for data collection, it is important to bracket personal perceptions, suspend judgment and to

actively listen in order to be able to hear the individual voice and experience of the participant (Chan, Fung, & Chien 2013 & Moustakas, 1994).

Conceptual Framework

This study will examine the faculty at a community college in the Northeastern portion of the United States. For purposes of anonymity, the pseudonym Northeast Community College (NECC) will be used. With a population that ranges between 15,000 and 17,000 students and 382 full-time teaching faculty at the time of the study. The members of the faculty are contractually required to participate in advising duties. The goal of the research is to better understand academic advising from the perspective of faculty from multiple academic disciplines through interviews. Through these discussions, faculty perspectives regarding training, professional development, methods, and modes of advising, will be examined. The goals of this research will be explored through three research streams addressing the previously stated research questions.

1. Community college characteristics and their roles in working with students.
2. Factors that impact student retention and attrition at community colleges.
3. The relationship between faculty advising and retention of students in community colleges.

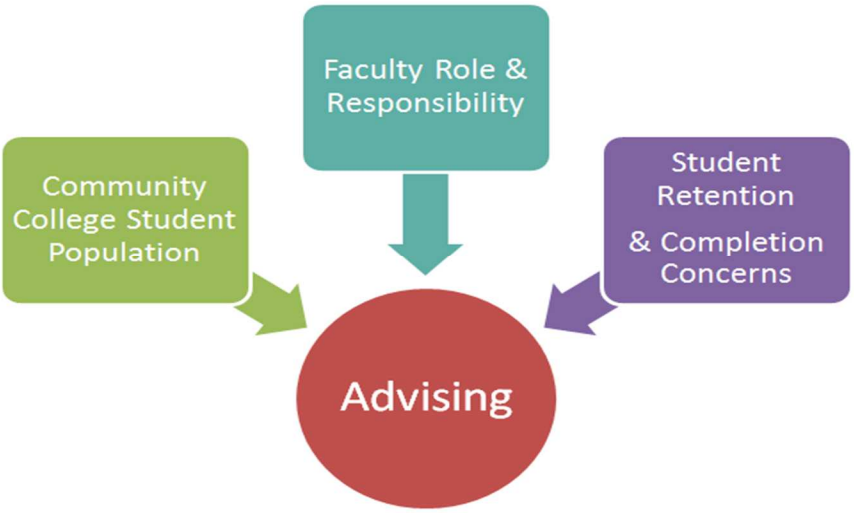


Figure 1.1 Conceptual framework map of factors related to advising at a community college

Community College Characteristics and their Changing Role in Educating Students

Community colleges are traditionally two-year, public institutions that serve a vast array of students with diversified needs and goals (Cohen & Brawer, 2003). They are also known as technical colleges, junior colleges, and county colleges. Historically, community colleges have been, and continue to be, a gateway to higher education; however, in order access to be meaningful, students must persist in college and complete their programs (Brown, King, & Stanley, 2011). Many community colleges today face a funding crisis, enrollment growth that strains capacity (structural and staff), unsustainable rates of developmental education, unpredictable shifts in labor market demand, growing competition for enrollments and revenue from for-profit providers, and a loss of leadership of daunting proportions through retirements (Pusser & Levin, 2009).

Economic Importance

As a nation, our economic future lies with the students of today becoming productive graduates tomorrow. The global economy is changing as countries develop and the educational stature of the population impacts potential growth (Duncan, 2017). Worldwide rankings in

education reflect that the United States is steadily losing ground in global competitiveness and degree completion rates have declined or at best, stagnated (Humphreys, 2012 & Templin, 2011). To remain competitive in the global economy, degree attainment is crucial for our college students. The changes in domestic and global economies have contributed to the belief that some post-secondary education is required, which is serving as the catalyst of the college completion agenda (Baldwin, 2014). By 2020 economists believe that advanced training or postsecondary education will be necessary for 65% of the jobs, therefore, it is imperative that more of our students complete their education (Carnevale, Smith, & Strohl, 2013). Concerns about these trends have moved this country from its traditional focus on increasing educational access to a concentration on educational *attainment*. Increasing degree attainment is being explored through a variety of completion policies and programs many of which are now tied to financial funding (Berger & Fisher, 2013).

Accessible Education

Community colleges have traditionally been affordable, accessible alternatives to higher education for academically unprepared students. These two-year institutions were designed to provide access to higher education for everyone, offering easy enrollment and a variety of programs (Kolodner, 2015). Community colleges, defined by their mission to promote and increase access to higher education by opening the door to post-secondary education wider than it had ever been opened before. Incentives for access spurred enrollment, but the absence of incentives predictably left completion rates relatively unchanged (Hearn, 2015). Under enrollment-based formulas, institutions are provided clear incentives to bring students in, but not to help students move along (Harnisch, 2011). In recent years, policymakers have begun to push for reshaped forms of performance funding, focusing more intently on outcomes

(McLendon & Hearn, 2013). More than ever before, the financial state of higher education systems and institutions is in the spotlight with the advent of outcomes-based funding policies.

The Completion Agenda

The national college completion agenda challenges the fundamental mission of open door policies of community colleges. Although the commitment of access to education has remained strong, community colleges currently face a new dilemma: how to increase the number of students who not only enroll but leave with a credential (certificate or degree). Due to their student demographics, community colleges face additional challenges with outcomes-based funding model (Hearn, 2015). These newer outcomes-based approaches center on a shift from state inputs to campus outcomes, and from institutional needs to state priorities (Harnish, 2011). The change in the educational funding arena requires innovative approaches to institutional practices at every level and demand that community colleges re-imagine their goals and practices to better serve student needs (Pusser & Levin, 2009). The growing emphasis on success (defined as completion), outcomes-based funding, and increased accountability may require community colleges to make strategic choices that may ultimately limit access (Baldwin, 2014). Access to education may have been the rallying cry of the 20th century, but the mantra of community colleges today is student success by degree completion (Dassance, 2011). President Barack Obama called education the "economic issue of our time" and noted that over a third of America's college students and over half of our minority students do not earn a degree. Therefore, beyond the need to open the doors of college to more Americans, there is a need to make sure they graduate (Dunham, 2010).

Student Attrition and Retention at Community Colleges

The terms retention, persistence, attrition, and departure are often used synonymously to refer to the same thing: whether students succeed or not in postsecondary education (Yale, 2010). Therefore, it is important to define what is meant by the term student success. Most institutions have defaulted to the understanding that success is defined by the graduation rate of the institution. Public policy considers graduation rates as the percentage of incoming students who graduate within a prescribed amount of time after initial enrollment (Chapman, Laird, Ifill, & Kewal, 2011). Only one-third of community college students completes a certificate or associate's degree within six years (IPEDS, 2015). Data indicates that students who matriculate directly from high school to college, attend full-time, and remain continuously enrolled exhibit traits that positively impact success and graduation rates. This is a stark contrast to the traditional community college student, primarily nontraditional students. Most community college students are older having delayed their studies, attend school part-time, are employed or caring for dependents; and, as a result, struggle to balance personal, academic, and financial responsibilities (Center for Community College Student Engagement, 2014). These are variables that institutions with open admissions policies have little control over. Therefore, it is imperative that such institutions provide support through programs, strategies, and interventions, like advising, to help these students succeed.

According to educational theorist Vincent Tinto, the level of student engagement impacts their development of goals and commitments, which results in a decision to persist in college or to depart from the experience (Demetriou, & Schmitz-Sciborski, 2011). For community college students, the adjustment to navigating a new school, classes, and new learning environment can be very difficult (Hutto, 2015). One of the best sources for increasing student engagement and

improving retention is through the faculty of a community college. Faculty can serve an important role in a student's transition to college as they are the first consistent contact that the student makes with the institution (Smith, Dai, & Szelest, 2006; Tinto, 1987). The relationships formed through faculty-student engagement can foster student involvement in the institution increasing the probability of success at the institution. Almost thirty years ago when Chickering and Gamson's (1987) landmark *Seven Principles for Good Practice in Undergraduate Education* was published, faculty-student contact was first on the list. Today in light of the ever-changing characteristics of the undergraduate student population, faculty interaction may be more important than ever.

The Role of Faculty as Advisors at Community Colleges

Historically, faculty members have not been expected to have a major role in the retention of students beyond grading their performance (Pattengale, 2010). The role of faculty at community colleges is ever changing and now they are considered to be central to the retention process. With increasing enrollments, and decreasing state and federal funding sources, quality faculty advising is needed to ensure that community colleges can achieve their retention goals (Nutt, 2003). Faculty advisors often play a key role in connecting students to college. Specifically, with the majority of its student population comprised of first-generation high-risk students, faculty advisors' focus is broad and involves providing support and direction to navigate the postsecondary system successfully (Snyder & Dillow, 2013).

Advising has been linked to student retention for decades and faculty–student interaction outside the classroom has consistently been shown to contribute to positive outcomes, including persistence, educational attainment, as well as cognitive and social development (Pascarella & Terenzini, 2005). In fact, faculty advising is recognized as one of the key components in higher

education institutions that directly impact student development (Kuhn, 2008, National Academic Advising Association 2008). College surveys administered throughout the last forty years have consistently identified improving faculty advising as a strategy to increase student retention but student surveys regularly reveal little progress in crucial areas related to advising (Smith & Allan, 2014). One of the primary challenges is to create a system from the vantage point of advising as an educational process, developmental in nature, and focused on student engagement and outcomes. Viewing advising as an educational process plays a critical role in connecting students with learning opportunities to foster and support their academic engagement, satisfaction, and success. The strength and benefit of developmental advising is that it empowers the students to take ownership of their own educational goals and progress, too often advising is reduced to a rudimentary prescriptive process (Fosnacht, McCormick, Nailos, & Ribera, 2015).

Advising, long identified as a vital element in any effort to retain students in higher education, remains an under-examined and under-prioritized activity deemed peripheral to the educational experience instead of an essential component (King, 1993; Hunter & White, 2004; McArthur, 2005). The assessment of faculty advising services rarely considers multiple perspectives. Student surveys remain the predominant form of advising assessment (Habley, 2004; Macaruso, 2007; Powers, Carlstrom, & Hughey, 2014). To better understand the inadequacies of advising, it is important to explore the perspectives of both the student and the advisor (Hanley, 2004).

Advising encompasses all aspects of the student's educational experience, often involving parties from both the academic and student affairs divisions. The responsibilities of faculty advisors are often inadequately defined. Even though the faculty understand that student advising is important, some features are considered marginal to the academic core (Allen &

Smith, 2008). Matters such as financial planning, personal issues, and transfer information are viewed as outside of their expertise and traditionally handled by Student Affairs personnel. What is often classified as faculty disinterest is more likely lack of advanced knowledge and one of the main explanations for the perceived absence of faculty in organized student retention efforts.

The role of a faculty advisor may involve responsibilities such as creating student educational plans of study, providing college information and guidance regarding varied campus resources, informing students of academic policies and procedures, and formulating career and/or transfer goals (Krush & Winn, 2010). Such responsibilities put faculty advisors in an integral position to promote student satisfaction, success, and retention. The landscape of education has changed and nationally more of the student success initiatives have shifted to the academic realm. Today, accrediting agencies, policymakers and taxpayers are demanding higher levels of accountability regarding student outcomes and the value that education delivers (Levin & Wagoner, 2006). This is a shift that has institutions turning to their faculty advisors to improve dismal retention numbers and they may experience institutional pressure to increase retention and improve graduation rates (Pattengale, 2010).

A recent report from the Center for Community College Engagement (2014) found that the frequency and quality of interactions with faculty create a positive effect that resulted in higher retention rates. Although students are ultimately responsible for their education, faculty advisors have the potential to impact their decision-making. Advising is an opportunity to build relationships and provide mentoring to students (Allen & Smith, 2008). Therefore, examining advising from the perspective of community college faculty may improve connections with students, support retention efforts, and enhance completion priorities.

Definition of Terms

Academic Advising – For the purpose of this study, Advising will be described as addressing the college informational needs of students combined with the process of aiding students regarding educational and career planning based on their values, interests, and abilities (Habley, 2003).

Academic Process – How the advisor is trained, and implements advising services for students (Crockett, n.d.)

Academically underprepared - academically unprepared students often have no idea how to go about earning a degree; they do not know what steps they must take or the particulars of what institutions expect of them. Academically underprepared students often have a negative self-concept with respect to the academic environment, are poorly academically prepared, and have low expectations; making them difficult to retain (Miller & Murray, 2005).

At-risk student - An at-risk student is someone who comes to college academically unprepared and is likely to encounter significant problems. Further defined as a student who comes in who is first-generation or has a physical or economic challenge? At-risk students are likely to drop out of college (Pattengale, 2010).

Attrition – Departure from higher education without a degree or other credential (Wild & Ebbers, 2002).

Community College - Sometimes referred to as junior colleges, community colleges or technical colleges. They are two-year schools that serve a vast array of diverse learners and provide affordable postsecondary education as a pathway to a four-year degree

Community Colleges award applied associate degrees, associate degrees, and certificates (AACC, 2015).

Completion movement - A national political and social movement calling for an increase in the graduation rates at American community colleges. Efforts to improve retention and persistence would fall under the umbrella of the completion movement. The process of individual community colleges designing plans or changing policy and practice in the hopes of improving graduation rates is viewed as part of the completion movement (AACC, 2010).

Degree Completion - finish all course requirements so that degree may be conferred (Commit to Complete, 2015)

Faculty Advisor- Full-time professor, or teaching faculty with the responsibility to academically advise students (Habley, 2012)

First generation - A first generation student is someone who does not have a parent who has a college degree (Chen, 2015).

Student success and retention - These terms are often used interchangeably, although student success is a more positive term. For all practical purposes, they are synonymous, but retention is associated more with the numbers or rates of those of a school's first-time, first-year student who continue/ persist at that school the next year Goldrick-Rab, 2014).

Assumptions, Delimitations and Limitations

Assumptions of the Study

- The teaching faculty has knowledge and experience with advising students.
- The researcher assumes that faculty participating in this study will answer each question

honestly and to the best of their ability based on their advising experiences.

- The interviews conducted will offer insights and constructive discussion on improving academic advising.

Delimitations of the Study

- The study is narrowly focused by utilizing only one community college in a suburban setting in the northeastern portion of the United States and its full-time faculty.
- The faculty is contractually required to advise students.
- The study will not include adjunct or part-time faculty members because they do not advise students.

Limitations of the Study

- The perceptions of meeting the advising goals are open to participants' subjectivity.
- The instrument used is a researcher-developed instrument, and not widely validated.
- The research is limited to one community college and therefore generally limited.

Summary

Community colleges are facing several critical issues with tuition costs escalating and completion rates declining. The public, legislators, and employees are pressing schools to be more accountable for the product they produce (Baker & Griffin, 2013). Student success is defined as a paramount concern for institutions nationwide. Community colleges are increasingly aware of the urgency to substantially increase the completion of certificates and degrees. Having more successful community college graduates is essential to sustaining our local and national economies as well as maintaining strong communities with engaged citizens. This will create an unprecedented need for improving retention and degree completion rates. In direct

conflict with this is the fact that financial restraints and funding challenges have administrators at many two-year institutions reevaluating their advising process as it relates to student retention (Garza & Randall, 2014) One strategy that has regularly been identified by campus policy makers as important to improving retention rates is faculty advising (Habley, 2004).

The need and the value of faculty advising are clearly documented in studies and frequent student-faculty interaction positively impacts student success, satisfaction, and retention; however, negative perceptions persist regarding faculty advising (Dillon & Fisher, 2000, & Habley, 2010). It is easy for faculty advising, or lack thereof, to be the scapegoat for high rates or attrition, primarily due to national surveys which continue to identify advising as a key area of student complaints (Habley, Bloom, & Robbins, 2012). How to foster successful students is a question that has remained debatable. Literature suggests that having a positive relationship between faculty advisor and advisee results in greater success. According to Tinto, frequent faculty-student contact in and out of the classroom is the most important factor in student motivation and involvement (2012). Academically underprepared students often have no idea how to go about earning a degree. They do not know what steps they must take or the particulars of what institutions expect of them. Advising is an area that can provide students with contact from college personnel outside of the classroom.

There is a gap between expectation and experience within the realm of academic advising. The difference between faculty expectations and student expectations may contribute to their low success and satisfaction rates (Perna & Jones, 2013). In order to create advising programs that will increase student success and ultimately retention, faculty advising must be examined. Student perceptions are well documented, but to have a full picture the faculty perspectives on advising must be gathered. Once understood, both perspectives (faculty and

student) may be used to address retention concerns. Faculty advising, therefore, as a determining factor that impacts student retention at two-year institutions is an important area of research.

Chapter 2: The Literature Review

This chapter will explore key ideas related to the experiences of faculty advisors at a two year school setting. This is done by focusing on literature that analyzes community colleges geared specifically at understanding the role of advisors.

Community Colleges offer Gateways to Opportunity

Community colleges are inclusive institutions that provide educational opportunity to a vast array of diverse learners and specialize in applied associate and associate degrees as well as certificates. In times of economic uncertainty, community colleges offer an affordable pathway to higher education. The American Association of Community Colleges (2015) indicates that enrollment has increased over the past several decades and two-year institutions now enroll close to half of all U.S. undergraduates (National Center for Education Statistics, 2008). Increased enrollment figures have raised public scrutiny and led to a closer examination of the educational results of these institutions (Darby- Hudgens, 2012). Although community colleges play an important role in creating access to postsecondary education, they face great difficulty producing graduates. The ability of students to persist and complete their educational goal is a key measure of student and consequently, institutional success, but data from the National Center for Educational Statistics (NCES) reveals that only 13% of community college students graduate within two years (Chen, 2015). If this trend continues, the current generation of college-age Americans will be less educated than their parents for the first time in the history of the United States (OECD, 2014)

Community colleges have a more complicated and difficult retention pathway because they are likely to attract students who are more academically unprepared for higher education than those who attend four-year institutions (Hagerdon, 2010). Given the unique nature of

community colleges' multiple missions, scholars and policymakers often disagree on the nature and the effectiveness of the institution (Pusser & Levin, 2009). In the current educational environment of increased accountability, retention plays a significant role in measuring institutional effectiveness. Additionally, retention rates impact not only the school, but our country and future competitiveness in the global economy (Martindale, 2011). The current interest in community colleges and completion rates is in part tied to the belief that a college credential is needed to boost economic competitiveness and maintain a strong a national economy (Beliveau-Dunn, 2015). For years, studies have indicated that the majority of future jobs will demand high-level knowledge, critical thinking and advanced skills, making a postsecondary credential valuable for employment. The United States is currently facing an alarming education deficit that threatens our global competitiveness and economic future. (Kirsch, Braun, Yamamoto & Sum, 2007). Increasing community college graduation rates is important to maintain economic mobility for students and necessary to develop a workforce capable to meet the rising demand for highly skilled workers (AACC, 2012). Today, community colleges are being tasked with a key role in the nation's efforts to double the number of college graduates in the next ten years. In light of the completion imperative, community colleges are facing a paradigm shift from emphasizing access to emphasizing completion creating complex challenges to the guiding mission of these schools (Mullin, 2010).

To address the lackluster graduation rates and climbing attrition figures community colleges have engaged in a variety of activities to increase retention and decrease attrition rates (ACT 2001, & Tinto, 2012). Several theories have emerged over the last several decades ascertaining the link between student retention and campus involvement prompting institutions to reexamine their retention strategies. Plans include orientation programs to ease the transition

to college, academic boot camps to expedite remedial course completion, early alert systems to detect and address at-risk behaviors, and student success courses focusing on non-academic deficiencies have been implemented Jenkins, 2014). Tinto (2012) believed that if a student does not achieve academic or social integration he or she will be likely to leave school before completing a degree. While some of these new initiatives address the role of faculty advising, it remains under-acknowledged in strategic plans. Research suggests that regular, quality, personal interactions between faculty advisors and students create conditions that fosters success and enhance the probability of retention that eventually leads to graduation. Therefore, a good advising program may be the key to student satisfaction and ultimately success.

A National Survey of Academic Advising (2011) compiled by National Academic Advising Association (NACADA) revealed that approximately 75% of colleges today use faculty advisors in some capacity (Selingo, 2014) and Habley (2012) noted that 48% of colleges surveyed rely solely on faculty as advisors. Research has shown that faculty advising impacts institutional imperatives including student retention, student satisfaction, and most importantly, student success (Creamer & Scott, 2000). With increasing budget cuts, faculty acting as advisors is often considered a financially prudent and sound choice for many colleges (Kelly, 2013 & King, 2002). The need and the value of faculty advising are clearly documented and should be included in assessment equations (Dillon & Fisher, 2000). Few researchers have looked at advising from a faculty perspective despite the predominant involvement of faculty advising at most institutions of higher education and its central role in student success. Analyzing advising programs from varied perspectives (students, faculty, institutional) is important in order to understand the unique challenges and barriers that impact each stakeholder. The perceptions that faculty advisors have regarding their roles and responsibilities in terms of academic advising is

an important area to examine but little research exists exploring the attitudes of faculty on their advising experience.

> Academic advising is the very core of successful institutional efforts to educate and retain students. For this reason, academic advising … should be viewed as the 'hub of the wheel' and not just one of the various isolated services provided for students…academic advisors offer students the personal connection to the institution that the research indicates is vital to student retention and student success (Nutt, 2003).

The goal of this chapter is to provide literature that supports the conceptual framework of this study. Accordingly, the literature situates the context of the study by: (a) providing the reader with a brief overview of the historical development of community college, the ramifications of establishing an open door policy and its distinctive student population, (b) the history and development of advising and its role in retention, and (c) describing the delivery models of advising and the role faculty have and its impact on retention. Through a literature review, the role faculty plays in student retention, success, and ultimately degree completion will be examined. Building upon the literature, a study will be conducted on academic advising programs from the perspective of faculty advisors and their role and responsibility in terms of academic advising at the community college level. To fully examine academic advising from a faculty perspective the study will begin with research into academic advising specifically at a community college level, including factors that faculty believe impede success and examining the perceived faculty roles and responsibilities of faculty advising.

Historical Overview of Community Colleges

Access for all is the hallmark of the U.S. postsecondary system of education. The first official community college was founded in 1901 in the United States in Joliet, Illinois. (American Association of Community Colleges, 2014). It began as an experimental, post graduate high school program that academically paralleled the first two years of a four-year college or university (Board, n.d.). It was designed to accommodate students who desired to remain within the community yet still pursue a college education (Ratcliffe, 1986). Within a few years, the concept had grown to include students not only from the neighboring high school but the "community" (Ratcliff, n.d.). The original school that began with a mere six students, today enrolls over 35,000 community college students (AACC, 2015).

Junior colleges were developed to address the need to expand opportunities for students by providing an education beyond high school and since their inception they have evolved to become the most accessible of all higher education institutions (Board, n.d). This American invention was designed to be publically funded, community-based, and enable students to go to college by eliminating financial constraints. They were created with the mission to educate a more skilled workforce to meet the changes and challenges of global economic competition (Phillippe & Patton, 2000). Enrollment increased throughout the century, particularly during the1920s and 1930s (Board, n.d.). To ease widespread unemployment during the Great Depression, community colleges began offering job training programs (AACC, 2015). Enrollment continued to grow after World War II with the passage of the Serviceman's Readjustment Act, commonly known as the GI Bill. This Act was conceived to help the economy absorb the returning military, to prevent unemployment surges, to reward veterans for their service, and improve their skills (Vaughan, 2016). The 1947 Truman Commission Report,

further defined community colleges by calling for the establishment of comprehensive, affordable education programs to meet the needs of its community and thereby opening the doors of higher education to broader and more diverse populations of students (Cooper, n.d.).

Community colleges throughout the 20th century continued to become centers of educational opportunity for millions of students (Phillippe & Patton, 2000). In the 1970s and 1980s, public policy was focused primarily on access to education, with federal and state legislation aimed at reducing barriers to higher education for minority students (Swail, 2001). The focus shifted from educational access to issues of choice, affordability and persistence during the 1990's and since 2000 much of the attention has been on improving the first year experience for students and continued success toward degree completion. The 21st century has ushered in an era of public policy creating a culture of institutional assessment, evidence based decision making, accountability, cost reduction, and a heightened focus on increasing the number of college graduates.

Community College Open-Door Policy

Community colleges continue to serve a vast array of diverse learners and specialize in graduation toward diplomas in a variety of associate degree programs and certificates. Today, more than 100 years after the first community college, the number of institutions nationwide has grown to 1132; with over 1,000 public, 115 private and 31 Tribal community colleges, according to the American Association of Community Colleges (2015). Community Colleges provide a valuable post-secondary opportunity by offering affordable and accessible education to a wide variety of students (AACC, 2015). The role or mission has remained the same and they have evolved to include workforce, community, and developmental education and lifelong learning. Community colleges provide access to higher education for those who plan to continue their

education at the four-year level, as well as for those seeking career-technical education, and for students who choose or are unable to attend a four-year college (Ratcliff, n.d.).

Designed to operate with an "open-door" admission policy, community colleges offer access to higher education to a diverse student population with an extensive array of needs (Mullin, 2010). Community colleges serve large populations of low-income students, students from ethnic and racial backgrounds generally underrepresented in four-year institutions, adults with work experience, recent high school graduates, often students first in their families to attend college (Kolodner, 2015). Community colleges are also multipurpose institutions, and students have diverse goals, including short-term continuing education, retraining, intellectual development, certificate and degree attainment and pre-baccalaureate credentialing (Passer & Levin, 2009). According to the American Association of Community Colleges (2015), almost half of all undergraduates attending college in the United States are enrolled in community colleges. These institutions are more than just a starting point, they prepare students to transfer to four-year schools and are critical to building a stronger more competitive workforce (King, 2002).

However, the open access model is not without its problems and while the educational value is clear, retention and graduation rates remain the crucial problem. In recent years, student persistence, satisfaction, and success have been a major concern for community colleges (Nutt, 2013). As laudable as the open door policy is, it creates an influx of students enrolling beyond their academic abilities, who often fail or leave in short order (Hasty, 2012). The fixation on the national completion agenda focuses on student outcomes and degree completion as the priorities (Bean, 2001). By capitalizing on the benefits of advising, faculty can more effectively help students to, not only select the courses and programs most appropriate for their skills and goals,

but also create a longer term educational plan that will help them stay in school and on track to achieve their goals (ACT, 2006).

Student Populations of Community Colleges

Community colleges continue to become a more diverse environment in terms of gender, ethnicity, race, social class and age (Priest & McPhee, 2000). While the academically underprepared represent a significant portion of the population, the flexibility offered by community colleges attracts older, nontraditional, part-time students who work and have family responsibilities outside the classroom to attend to (Weiss, 2004). Traditionally, community college students spend less non-academic time at school due to those other responsibilities, and a true campus connection is often lost. Although community colleges educate nearly half of United States undergraduates, fewer than half of those who begin their studies, with the goal of earning a degree, have succeeded six years later (Lumina Foundation, 2014). National data on the semester-to-semester persistence of these students indicates that only a quarter of them enroll in a second semester. That number drops to one-fifth of students when looking at those who continue to the third semester (Jagger & XU, 2011). Successful efforts to retain students, particularly those who struggle to persist and are prone to withdrawing, have been linked to contact with faculty (Tinto, 2012). Furthermore, the positive effects of student contact with faculty outside of class has been found to have a *direct* effect on educational outcome for all student types and in particular, the at-risk students (economically disadvantaged, first-generation college students) the majority of community college populations (Cuseo, 2008).

Student Retention at Community Colleges

Part of the problem is that going to college has changed drastically over time. The face of college students is evolving and no longer fits the traditional image. Community colleges

serve large populations of low-income students, students from ethnic and racial backgrounds who are generally underrepresented in four-year institutions, adults with work experience, younger students straight from high school, and students who are the first in their families to attend college (AACC, 2015). For many, maintaining employment, raising children, and caring for older family members, are all being juggled while pursuing a college degree. Community college students have varying life circumstances but the overwhelming majority live at an economic level where they must work. Studies show that half of community college students work full time and perhaps should be considered workers who attend college, not students who work (Puser & Levin, 2009). Although the percentage of students enrolling in Community Colleges has increased since the 1970's according to the Center for Education Benchmarking (2015), the graduation rates have continued to plummet (Phillips, 2014). According to the Commit to Complete Program, (2015) the rising cost of tuition, extensive remedial programs, combined with work and family responsibilities are key factors impacting retention. Additionally, enrollment rates for academically unprepared students have also increased, states Phillips (2014). Underprepared students are characterized by deficiencies (parents' highest level of educational attainment, economic factors, transitional factors, and academic concerns) that cause difficulties in achieving their college objectives (Fain, 2014 & Frost, 1991).

America's Community Colleges have become dropout mills (Shipley, 2015). Thomas Bailey (2011), director of Community College Research Center at Teacher's College, said: "Students don't know what they want and we don't have a good way of helping them figuring it out so it's not surprising they get lost and drop out." The "Pathways to Prosperity" study by the Harvard School of Education (2011) showed that out of 18 countries tracked, the United States finished last for the percentage of students that finished school with degree completion.

President Obama has highlighted national concerns over the high dropout rate challenging the nation with his American Graduation Initiative. This initiative has the goal of having the highest proportion of college graduates in the world by 2020. One major concern is that this initiative is just another plan to get students to enroll in college.

Creating the conditions that foster student success in college has never been more important. "Failure to retain students not only hurts our institutions financially; it also reveals a failure to carry out our mission of student success", according to O'Brien- McElwee (2013). For every student who drops out of college, society loses an opportunity. Global markets demand higher skills and education, and students who drop out of college leave a gap that is not necessarily filled by domestic students. Furthermore, the current cost of community college drop-out rates to taxpayers is high. The High Cost of Low Graduation Rates by the American Institutes for Research (2011) shows that:

1. State and local governments appropriated close to three billion dollars to community college full-time, degree-seeking students who did not return for the second year.
2. States spent more than 240 million dollars in additional money in student grants to support full-time students who did not return to their community college for the second year.
3. The federal government spent approximately 660 million dollars in student grants to support full-time students who did not return to their community college for the second year.
4. In total, almost four billion dollars in federal, state, and local taxpayer monies in appropriations and student grants went to first-year community college dropouts (Schneider, M., & Yin, L.,2011).

The mere notion of retention is grounded in student success (Tinto, 2002). Retention-related activities focus on providing a campus environment where students successfully complete their goals and complete their academic program or graduate from an institution. For community college students who are frequently coping with multiple challenges and obligations, engagement is a critical factor. These student departures lower the graduation rates and can also have an enormous economic impact on the college. The cost of recruiting students to fill their abandoned seats is much more than the cost of retaining students (Nutt, 2003). Student success through educational achievement and graduation is directly linked to the economic vitality of our communities and our nation.

The Cost of Student Attrition

Globalization is driving changes in our economy, and the need for an educated workforce has never been greater. Without community colleges, millions of students and adult learners would not be able to access the education they need to be prepared for further education or the workplace. The issue of retention is a persistent problem in higher education. Student retention is a complex issue because it encompasses so many variables (financial, academic and social) which make creating solutions even more complex. Community college students have a much higher potential to drop out due to their characteristics and studies completed by ACT (American College Test) reveal that the dropout rate increases 20-40% if students are enrolled in remedial courses (CCCSE, 2016). Additionally, many community college students are distracted by job and family responsibilities which are contributing factors to the dropout rate. Every student that drops out of school represents an investment loss by the taxpayers (Schneider & Yin, 2011). On average, each community college dropout costs 17,700 dollars in federal and state financial aid funding (DeAvila, 2011).

The cost of attrition is something colleges can no longer ignore, especially facing fiscal cutbacks, budget decreases and surging operating costs (Braxton, 2000). Student retention is important for many reasons, but for financial reasons, it is imperative because financing, tuition, and institutional support through federal and state funding have been based on the size of the student body and now, graduation figures. The decrease in budgets and economic cutbacks catapult the need to increase the efficiency in providing services for the student population and community colleges are becoming more businesslike in thinking (Levin, Kater, & Wagoner, 2006). There is a percentage of natural attrition that will occur despite all efforts, but preventable student attrition should be the concern, and therefore, retention efforts should focus on the predictable and preventable traits that might lead to student departures (Hasty, 2012). While many studies have been compiled on attrition and retention, there is little agreement on pinpointing the one thing that reduces the attrition rate other than faculty interaction with students outside the classroom. Based on extensive experiences with colleges interested in promoting student retention, almost forty years ago, Lee Noel (1978) stated that:

> It is increasingly apparent that the most important features of a "staying" environment relate to the instructional faculty. Students make judgments about their academic experience on the basis of such factors as quality of instruction, freedom to contact faculty for consultation, availability of faculty for consultation, and faculty involvement outside the classroom (p. 96-97).

Community college students have a wide, diverse range of needs (academically and non-academically) and tend to be uninformed (Drake, Jordan, & Miller, 2013). As, primarily, first generation college students, support and understanding of college policies are often lacking and

this transient student body presents enormous retention challenges to community colleges. But having more successful community college graduates is essential to sustaining our local and national economies as well as maintaining strong communities with engaged citizens (Bloom, Hutson, & He, 2008). In recent years, research has demonstrated that the factors that contribute to student satisfaction and ultimate success are orientation programs, academic support services, developmental classes, and repeatedly at the top of the list has been advising (Drake, Jordan, & Miller, 2013).

Advising is said to be a crucial component in all students' experience in higher education and provides a vital connection to campus personnel and resources which encourage persistence, retention and create a pathway to graduation (Habley, Bloom, & Robbins, 2012). The retention literature demonstrates that academic advising is an effective strategy for improving student success (Nutt, 2003). Even with this knowledge, many colleges struggle to define, develop, and maintain an effective advising program (McDonald, 2005).

An Overview of Academic Advising

The role of advising has shifted as student populations have changed over time (Board, n.d.). The roots of advising can be traced back to the conception of American Universities when professors acted "in loco parentis". This Latin phrase translates as "in the place of a parent" (Lee, 2011). It meant that the institution was responsible for not only the education but the health, welfare, morals and safety of its students. Student activism in the 1960's eroded the concept and eventually led educational consumerism and a growing concern with student success (Farley, 1994). Viewing the student not as a child, but as an adult coupled with the belief that success outside of the classroom was important in the overall student development redefined the relationship between the institution and its students (1994). In loco parentis has been replaced

by the philosophy that students are responsible for their own survival and relate to their experiences in the same way that other adults relate to their environments (Lee, 2011).

The 1970's marked the onset of falling enrollments and alarming attrition rates (Frost, 1991). With this advising began receiving attention with programs shifting from authoritative prescriptive model to a developmental process with shared advisor-advisee responsibility (Drake, Jordan, & Miller, 2013). Advisors are authority figures in prescriptive advising and they tell students what to do, often with little input (Earl, n.d.; Habley & Gordon, 2000). Developmental Advising takes a holistic approach and ideally teaches and mentors students to help them identify and achieve their own academic and professional goals (Anderson, Motto, & Boudreaux, 2014). In developmental advising, the student is given the resources to self-audit progress toward their educational goal (Fusch, 2013). Advising as a process then focuses attention on the student's interaction with all of the college (academic and social resources along with campus personnel) as opposed to being told the courses needed to study (Frost, 1991; King, 2005). Advising goes well beyond scheduling and includes decision-making, goal-setting, and teaching students how to anticipate and overcome obstacles to their goals (Hunter & White, 2004).

The National Association of Academic Advising: A Professional Association for Advisor

In the late 1970's, the National Academic Advising Association (NACADA) was formed as advising began to have a larger role on college campuses (Nutt, 2003). NACADA is defined as an association for advisors both professional and faculty (Habley, 1994). The association was formed to promote "quality academic advising on college and university campuses" (NACADA, 1994). As NACADA began to research and publish materials, the field of advising and the role it plays on college campuses began to increase (Light, 2001). The 1980's brought further interest with national survey results being conducted by the American Competency Test (ACT) and increase

implementation of Freshman Year Experience Programs (Frost, 1991). The role of academic advising has changed vastly over the years. What was once considered a task at a college was now considered more of a role (Gordon & Habley, 2000). Advising, as defined by Gordon (2007):

> There are many definitions of advising, but most stress the importance of understanding individual students and their unique needs. Academic advising is often referred to as a process that involves a close student-advisor relationship. Advising is seen as an important vehicle for helping students achieve educational and personal goals through the use of campus and community resources. Advising helps students develop professional, interpersonal, and academic success through a relationship with and guidance from faculty members. (p. 4)

Delivery Methods of Academic Advising

An unfocused advising program is a concern for many institutions and on many college campuses it is a low priority activity and ineffective in meeting student and institutional needs. The lack of a systematic approach to advising has been identified as a root cause of advising inconsistencies (Gordon & Habley, 2000). Effective advising programs require cooperation and an integrated effort among administrative and academic units to meet the academic needs of the students it serves. Habley (1997), identified several organizational models and systems of delivery for advising programs. Seven of these models include faculty advisors:

1. Centralized – an advising office in one location staffed by professional advisors;
2. Shared – services are shared between a center and academic unit faculty and staff;

3. Decentralized- advising services are provided by faculty or staff in their academic departments;
4. Faculty- students are assigned a faculty member for all of their advising needs;
5. Split – advising office advises specific groups (first year's students, undecided) and all other students are assigned to academic departments or faculty;
6. Supplementary – students are assigned a faculty advisor and an office for information and referrals, all transactions must be approved by faculty;
7. Dual – students have two advisors. One is a faculty advisor from their major and other is a professional advisor;
8. Satellite- each academic division is responsible for advising its own students;
9. Self-Contained – advising for all students from admission to graduation is done by the advising office.

Research on advising and the varied delivery systems is abundant, but within the information, there is little agreement on the best or most effective plan. One factor has remained consistent, and that is faculty involvement has a marked impact on student engagement and positively impact student experience. (Habley, Bloom, & Robbins, 2012) Tinto (2012) indicated that there are five conditions known to promote student retention: persistence, expectations, support, feedback, and learning. Involving students in learning happens naturally during class, but actively engaging students with faculty outside of the classroom has proven to be more difficult (Erickson, 2012).

Community College Faculty and Their Role in Retention

Faculty advising in the context of higher education is multifaceted and has been defined in a variety of ways (Crockett, n.d). Faculty members have provided academic advising for

students since the onset of higher education (Cook, 2009). The faculty concept of advising expanded when they started advising students about their courses when the elective system (a departure from the prescribed curriculum) of education was introduced in higher education in the late 19th century (Frost, 1991). Faculty members have a key role in academic advising for students along with classroom instruction. Faculty advisors at community colleges have an increased role in helping students transition to college with the majority of the student population being first-generation, high-risk students who need support and direction in order to navigate postsecondary education successfully (Radford, Berkner, Wheeless, & Shepherd, 2010; Snyder & Dillow, 2012). The role faculty play in advising may be even more crucial at a community college level where students are commuters who are less likely to participate in campus social events (McDonald, 2005). Additionally, students often have competing family and work responsibilities which preclude their participation in these events. Therefore, faculty may have the most direct and consistent contact with students (Hasty, 2012). Faculty advising can help students know what is expected of them as a college student in and out of the classroom and help them transition and connect to college support services (Drake, 2011)

ACT testing indicates that a caring faculty advisor was a strong determining factor in student retention. The more interactions students have with faculty and staff, the more likely they are to learn effectively and persist toward achievement of their educational goals. Student reluctance, shyness, apprehension, avoidance and delay can be significant impediments to successful interactions with advisors (King, 2005). Struggling students are less likely to take advantage of college services or student activities unless there is active outreach (Arnold, 2000). First generation students, often classified as at-risk, normally would not seek help on their own (Kalinowski, 2016; Rendon, 1994). By offering knowledge, concern, and availability, faculty

advisors can establish trust and build relationships that is critical to students. Active faculty advising outreach has also seen great success in its impact on retention and student success (Kolenovic, Linderman, & Karp, 2013; Molina & Abelman, 2000)

The Center for Community College Engagement (2012) cites at least three specific reasons why the student-faculty relationship is so important:

1. Advising is available to all students (unlike most out of class activities).
2. Advising is a natural setting for out of class contact between a student and faculty member.
3. Advising enables students to discuss academic concerns, an area faculty are most knowledgeable.

Advising has the potential to create an environment that supports learning by engaging students in developing a plan for the successful completion of their academic goals. Too often advising is confused with registration and this rudimentary assumption often reduces advising to a position of course selection and scheduling (Hasty, 2012). The challenge is to develop an academic advising system that faculty view as essential, not a peripheral program (Hunter & White, 2004).

The Roles and Responsibilities of Community College Faculty

Many community colleges are .in the midst of restructuring projects similar to the massive restructuring that has occurred in American industry during the last decade; restructuring that has resulted in downsizing and reallocation of resources (Dougherty, & Reddy, 2013). The role of faculty at colleges is ever changing, and demands placed on a faculty member's time and effort seem to be increasing. The faculty role generally encompass multiple areas of responsibility including teaching, research and campus service. Teaching faculty at community colleges are academic professionals who are often given the responsibilities of advising. Faculty

advisors provide academic advice, disseminate information, guide students in developing appropriate educational plans, and generally assist students with achieving academic success (Glennon, 2003). Moreover, faculty advisors may also promote student awareness of available resources and development of decision-making and problem-solving skills (Kuh, 2008). Faculty advisors play a significant role in the student's educational process, which often contributes to educational reform initiatives.

Community college faculty cannot control the characteristics of the students they face, but they can control their interaction with these students (Tinto, 2002). The skills needed to be an effective advisor are quite similar to those needed to be an effective teacher. Faculty advisors offer students content expertise to enhance the students experience as they progress toward the completion of their degree. Academic advising, now more than ever, is being deemed essential to student success (Brown, 2008). "No student service is mentioned more often in research on student persistence than academic advising" according to John Bean (2001).

The faculty advisor at a community college has multiple roles and responsibilities when it comes to advising students. Many first generation students begin college uninformed. In general, faculty advisors are to inform students about degree requirements and help them create educational plans with the goal of earning their degree in a time efficient manner. Advisors are expected to share their knowledge of major and degree (Baker and Griffin, 2010). Advisors also provide students connections to the various campus services and supply the essential academic connection between these services (Nutt, 2003). The ultimate goal of an advisor and for the institution is to see students graduate; however, is not always an easy task and advising programs cannot be solely responsible for retention rates on a campus (2003).

Underprepared students present a tremendous challenge to faculty advisors. With a diversified student body with a wide array of needs, the role of advisor becomes more complex. Faculty need to be prepared beyond course selection and registration. Faculty advising is an ongoing process of teaching students about course and degree requirements; understanding college policies and procedures; and developing and implementing academic goals. To be effective, faculty advisors need knowledge of remedial course sequencing, financial aid rules and regulations, career and transfer guidance and anything else students may need advising on (Habley & Morales, 2012). What is often deemed as reluctance or indifference to advising is often due to lack of definition, experience and training for the multilayered responsibility of advising (Kelly, 2013). With limited directives, faculty often have a convoluted role in the process of advising. Training for advisors is often insufficient and according to Habley (2003) only one –third of colleges provide training or professional development for faculty advisors. Advising is often absent from the institution's mission and administrative priorities that determine the faculty focus (Kennemer, & Hurt, 2013). Faculty advisors are expected to be student-centered; however, they have significant responsibilities outside of advising that hold substantially more weight in the tenure and promotion process where teaching is viewed as their primary role and central mission. (Baker & Griffin, 2010; Kennemer, & Hurt, 2013).

Advising is often considered something done in addition to teaching, not necessarily part of their role and responsibilities as an educator. Too often advising responsibilities are not considered part of the promotion or tenure process, and therefore, is not deemed a high priority (Drake, Jordan; Miller, 2013). The faculty responsibilities that are rewarded and recognized the most will be what the faculty spends their time on (Bloom, Hutson, & He, 2008). For many the role of advising is not often specifically identified and expectations are not clearly presented. As

the student population has grown more diverse, so has the scope and complexity of faculty advisor requirements and competencies (Anderson, Motto, & Boudreaux, 2014). Studies show that there are four factors that affect faculty member's ability to provide effective advising to students. They are:

- how advisors interpret and view their advising role;
- the level of training and support they have received;
- institutional expectations for advisors;
- recognition and reward for competent or excellent advising (Skordoulis & Naqavis, 2010).

Summary

The preceding review provides a summary of existing literature on academic advising focusing on Community College students with the goal of studying perceptions of advising from the perspective of the faculty advisors. The fact is that more students leave college prior to completing a degree than stay. Although this is not a new problem for community colleges, it has become more important than ever for two-year faculty and administration to examine their role as educators and focus on student retention (Erickson, 2012).

Research indicates that involved students who invest energy in their academic experience, participate in campus activities, and interact with faculty are more likely to remain in college. The research that links faculty-student contact and the impact it has upon retention is not disputed; but little research has been done on faculty attitudes on their experience with academic advising although effective academic advising is clearly linked to success (Hasty, 2012). Advising literature offers many different definitions and models of the advising process in which faculty advisors have a significant role. Richard Light (2001) noted that student

satisfaction with advising is an important part of a successful college experience. Findings demonstrate that when students engage with faculty advisors, they are more satisfied with overall experience at their institution and retention rates improve (Pascarella & Terenzini, 1991; Tinto, 2000). Yet for decades, national surveys have found that faculty advising continues to be the college experience rated lowest in student satisfaction and therefore, negative perceptions persist regarding faculty advising (Allen & Smith, 2008; Dillon & Fisher, 2000; & Habley, 2004).

Since student retention is linked to satisfaction, efforts to learn more about student-faculty advising is critical for higher education institutions seeking to improve retention rates. A convenient response to this perennial problem of student dissatisfaction with academic advising is to conclude that faculty should to do more and better advising (Allen & Smith, 2008). However, many first generation students begin college with uninformed expectations of college and the role of faculty advisors. It is important, therefore, to understand the difference between how faculty view themselves, their roles and responsibilities versus how institutions and students view those roles and responsibilities. Having greater awareness of the disparities may offer ideas for bridging the gap and aligning expectations for students, faculty and the institution (AACU, 2002, Braxton, Vesper & Hossler 1995). Studies have been done to ascertain student perceptions, but faculty studies are needed (Lowenstein, 2005). Faculty are actively involved in the process and understanding their views and beliefs will be beneficial for creating a successful program. Creating a successful and sustainable advising program takes hard work, dedication, and maintenance, but it may improve student satisfaction (Nutt, 2003). Increased political, social and economic expectations have created an element of accountability unseen previously in student retention, in which faculty play a key role. The proposed study may contribute to the

existing literature by exploring the perceptions faculty have toward academic advising and ultimately help identify key elements for improving the process.

Chapter Three: Research Methodology

This chapter describes the research methodology and procedures that were used in this study: (a) an overview of the research paradigm; (b) site and participation selection; (c) data collection and data analysis methods; and (d) ethical considerations.

Overview of Methodology

Expanding college access while improving degree completion for low-income and first-generation community college students is one of the most important challenges facing our nation if we are to combat the poor retention and graduation rates that plague two-year institutions (Perna, 2015). The 2008 recession and national skills gap crisis have reframed community college efforts to shift from access-based institutions to that of persistence and completion-focused colleges. Increasing degree attainment is being explored through a variety of completion policies, programs, student support strategies and federal initiatives (Berger & Fisher, 2013). In our global, technologically-driven economy, available jobs increasingly require education beyond high school and students must graduate with the skills and knowledge to be productive members of the workforce (Carnevale, Smith, & Strohl, 2013). Therefore, accrediting agencies and policymakers are demanding higher levels of accountability regarding student outcomes and the value that education delivers. Increased attention is being paid to the services provided at these schools, particularly as they affect student retention and completion.

The common denominator in retention theories, models, and subsequent empirical research is that students who become socially and academically integrated into the campus environment are more likely to be retained (Rasmussen, 2004). It is commonly held that faculty advising is an important component in accomplishing the goal of student success and a valuable means to student satisfaction (Habley, 2012). Surveys such as the Noel-Levitz Student

Satisfaction Inventory (SSI), the American College Test (ACT), and the Community College Survey of Student Engagement (CCSSE) indicate their results support the need and importance of faculty advisement (Noel-Levitz, 2011; Habley & Morales, 1998). The terms advising and retention are frequently joined and advising is often referred to as the "cornerstone of student retention" (Crockett, 1978 & Nutt, 2012). Although a connection between student persistence and faculty advising has been established, the empirical connection is not well documented (Cueso, n.d.; Habley, 2012). Therefore, the gathering of evidence regarding the faculty perspective of advising is critical in order to improve advising services in the future.

This chapter describes the study's research methodology and overall design processes. Organized into four major sections, this chapter details the research design and rationale, site and population, research methods, and the ethical considerations. This qualitative single-site phenomenological study explored how faculty members perceive their role and responsibility in advising and institutional retention. The perspective faculty have toward advising can directly impact how they interact with students as they serve as support for students to guide them on their academic path (Smith, 2003). Community college faculty that are directly involved with academic advising have not been given enough attention in educational research. This chapter also outlines the methods and procedures used for this study. This study was conducted by gathering data from full-time faculty at a community college that utilizes faculty members as advisors for its primary delivery of academic advising.

Community colleges often require faculty to perform the majority of the duties of academic advising on campus (King, 2002). It is often assumed that because faculty teach, they can advise. There are several factors that may impact the ability of faculty to advise. One major factor is how they interpret the role they have in advising compared to the expectations of

advising by students and administrators. (Gordon & Habley, 2000). Disparity may exist between the role perceived by the various stakeholders causing confusion and ultimately dissatisfaction regarding the role and responsibility of the faculty advisor. To improve advising services, it is imperative to understand the faculty perspective pertaining to their role and responsibility toward academic advising and its impact on student retention.

The purpose of this study was to describe, explore and understand the academic advising experience of full-time faculty members at a two-year college and to develop an awareness of problems or concerns facing advisors. Knowledge of these issues may allow for a systematic approach to solving the problems that plague advisors. The research was conducted using semi-structured interviews with open-ended, broad questions but focused on the specific circumstances in which the faculty work, in order to understand the historical and cultural settings of the participants. The researcher's intent was to depict and interpret the perspective of faculty regarding academic advising. During this process, it was important for the researcher to "bracket" personal experiences in order to focus on and understand those of the participants in the study (Creswell, 2003; Sarma, 2012).

Research Questions

1. How do community college faculty members describe their experiences with the academic advising process in regards to areas such as training, student engagement, institutional goals and learning objectives?
2. What are the connections between academic advising and student success from the perspective of community college faculty members?

Research Design and Rationale

This qualitative phenomenological research study was conducted through a paradigm of social constructivism or interpretivism. Qualitative methodology is described as allowing for information to be gathered, analyzed and interpreted in a manner adding to the understanding of complex human experiences (Lincoln & Guba, 2000). Merriam (2009) described qualitative research as the pursuit of significance within multifaceted circumstances and the phenomenological approach seeks to reveal the common threads of a phenomenon as described by a group. Within qualitative research, phenomenology is appropriate when the research problem involves a lived human experience that is nearly or completely unstudied, which was the case in this study (Creswell, 2007; Moustakas, 1994). Therefore, a qualitative research approach will be utilized for this study to search for meaning and understanding in complex situations.

The strategy of inquiry used for this study was a constructivist approach. This enabled the researcher to compare and categorize the data between individual advisors to evaluate the similarities and differences in their perceptions of advising (Creswell, 2012). Social constructivists hold assumptions that individuals seek understanding of the world in which they live and work and develop subjective meanings of their experiences (Creswell, 2007). Williamson (2006) states that there are two constructivist approaches: the individual, personal approach which seeks to understand individual points of view and how meaning is personally constructed; the second approach is social construction in which people develop meanings for the activities they share. The procedure involved studying a small number of subjects through interviews to develop patterns and relationships of meaning (Moustakas, 1994).

The goal of this research is to learn as much as possible on the participants' views of the situation being studied to understand their experience in as such that individuals develop subjective meanings of their shared experiences - meanings which can be varied and multiple (Creswell, 2003). The researcher sees reality as subjective, acknowledging that people perceive situations differently based on their experiences and mental models. This qualitative phenomenological study's goal was to understand and describe the experience and perspective of faculty advising of students at a community college. There are numerous factors involved in community college student retention and the advising process is often complex for a diverse student population. This process may be further complicated by individual faculty perceptions.

This single-site study was conducted by using semi-structured interview questions to explore how faculty members perceive their role and responsibility in advising and its perceived link to institutional retention. A semi-structured interview is a technique for generating qualitative data and is characterized by open-ended questions that are developed in advance and by prepared probes (Morse & Richards, 2002). The goal of the one-on-one faculty interviews was to collect data rich in detail and important content embedded in context regarding faculty perspective of academic advising.

The study was completed using full-time, teaching faculty. The participants included faculty members who are contractually required to provide academic advising services to students and included faculty from a variety of academic disciplines for a broad perspective of advising in order to capture the universal experience of community college advisors. This study sought to understand the perceptions developed by advisors during the advising process, it was framed from a perspective that allowed the views of the faculty to guide the questioning that was as open-ended as possible with minimal structure to guide the responses.

Site and Populations

Population Description

At the time this study began, the community college used for this research employed 382 full-time faculty members. The demographic breakdown of the faculty indicated 26.3% minority representation. The College reported that its male-female faculty ratio was 60% male. The average age of the faculty member was 52.6 years with a median length of service to the college of 16.6 years. The faculty is part of a union which handled collective bargaining issues on behalf of the full-time faculty. Collective bargaining offers the opportunity for faculty to be full partners in decisions that affect salary, pay practices, and working conditions (NEA, 2016). Academic advising is classified as one of the working conditions determined by the agreement and is a contractual requirement for all full-time faculty members. At the time of the study, advising was not mandatory nor required for students. All participants, faculty and students, have access to Web advisor, online advising system. This web interface allows faculty to access student information stored in the college database. Faculty can access student educational plans, degree requirements, class schedules, final grades, and developmental placement. Software training is offered to all teaching faculty in a group setting, one-on-one, or shadowing experienced advisors enabling faculty to become comfortable, more familiar with material, and learn the procedures of advising. Surveys are sent yearly to all full-time faculty requesting feedback on training topics, training methods and preferred day and time for sessions to be held. A variety of advising topics are offered each semester such as tools for advising, financial aid, career services, and transfer information, Disability Services, Personal Counseling and Early Alert Systems. Attendance at these training sessions is optional and faculty feedback often suggest scheduling conflicts as primary deterrent. Approximately one hundred faculty a year

participate in some form of advising training. Email advising messages are sent throughout the semester alerting and reminding faculty of deadlines, campus reminders, policies and procedures and other relevant information. Additionally, open-source learning management systems or e-Learning platforms (e.g., Moodle or Padlet) which provide online access to training materials, video tutorials, PowerPoint, reference materials, advising manuals, and common advising forms are used to supplement the advising experience.

Site Description

The research setting for this study will be described as Northeast Community College (NECC), a pseudonym to provide confidentiality to participants. The College is a large, multi-site school in the Northeastern portion of the United States. It is in a suburban setting with many of its students coming from surrounding urban locations. NECC has one main campus and two offsite locations (branch campus status pending). The enrollment of the school has wavered between 15,000 and 17,000 students since 2007. This two-year school offers over 80 degree choices and awards Associate of Arts, Associate of Science, Associate Fine Arts, and Applied Associate of Science degrees, over 30 Certificate programs, and several fully online Associates degree options.

Site Access

In order to do research at Northeast Community College, written approval from their Institutional Review Board was obtained (Appendix A). The steps to obtain the official approval and additional Administrative and Union permission was as follows:

1. Permission was requested from the direct Supervisor to apply to conduct research.
2. The online application was completed and submitted to the Community College IRB.
3. The application was reviewed to determine if IRB approval (approximately two-week

review).

4. Formal acceptance notice was received which included expected termination date of the study. (Appendix A)
5. Met with Union leaders to discuss research purpose and plan in order to create awareness and support for the research.
6. Research information, topic, and plan was reviewed with Dean of Student Services and Academic Vice President.
7. Participation of the full time faculty members was solicited via campus-wide email requesting volunteers.
8. Participants in the study were compiled by criterion-based sampling techniques.

Research Methods

Advisors' perspectives are crucial to the development of a successful advising process and need to be explored (Cuseo, 2003). A phenomenological study design was used to explore the research questions. Data was collected by conducting interviews and by reviewing a variety of institutional documents including the community college's policy on advising and other related documents such as job descriptions, tenure procedures and departmental requirements. These instruments and documents may provide additional understanding of the duties of faculty advisors at the institution. Qualitative research is described as a systematic, empirical strategy for answering questions about people in a particular context, and also as a means for describing and attempting to understand the observed regularities in what people do, or in what they report as their experience (Locke, Spirduso; Silverman, 2007). Additionally, research is conducted through a qualitative inquiry when a detailed understanding of an issue is needed (Creswell, 2007). A phenomenological study is suited for a research project that seeks to understand a group of

individuals (like faculty) and their common or shared experiences of a phenomenon, such as of advising (Creswell, 2012; Schwandt, 2000). The phenomenon in this study is how the community college faculty perceive their role in helping the institution deal with the issue of student retention and the central premise is to describe how faculty assist and advise community college students.

Overview of Data Collection

Once approval was granted from the Institutional Review Board (IRB), data collection was completed in four main phases. Following IRB approval, faculty participants were recruited for this study by soliciting volunteers. For this study participants were selected using a Criterion strategy which is defined as a purposeful sampling technique often used in qualitative research for the identification and selection of information-rich participants as the most effective use of limited resources and time constraints (Patton 2002). This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced the phenomenon being researched, are willing to participate, and have the ability to share experiences and opinions in an expressive and reflective manner (Bernard, 2002; Creswell & Plano-Clark 2011).

Selection of Research Participants

When sampling there is an attempt to select a portion of the population that conforms to the identified characteristics that are being studied (Gall et al. 2007). Criterion sampling, a form of purposeful sampling is the hallmark of qualitative research (Creswell, 2012). It requires the identification of individuals who may offer descriptions, information, and experiences that work to clarify the phenomena being studied (Patton, 2002). Criterion sampling identifies individuals with a designated set of specifications or knowledge (Palys, 2008). For this study, participants met the following criteria: 1) full-time teaching faculty, 2) had experience with advising

community college students, and 3) had actively participated in advising for at least one year at the study site. Selection of these participants ensured more efficient and effective saturation of categories which Morse et al. (2002) believe occurs because the participants have the necessary knowledge of the topic being researched.

Participants Response

Much of the qualitative tradition is based on phenomenology because it emphasizes experiences and assumes that shared experiences are important (Merriam, 2009). Creswell (2007) suggests phenomenology requires between three to ten participants, with all participants having a vast amount of knowledge of the phenomena to be studied. An introductory email was sent to all full-time teaching faculty inviting them to participate in the study (Appendix B). The email contained the purpose of the study, a statement regarding confidentiality of their participation in the study, and the information about the extent of their participation. The email also requested that any faculty interested in taking part of the study send an email response. This campus wide email was sent to 250 faculty that met the criteria required for this study. A total of twenty-two faculty members responded to the email request to participate in this study. The first ten participants were contacted with further information on the research and interview format. Five additional faculty were designated as back up participants and were enlisted in the event scheduling difficulties or other unforeseen complications arose. The remainder of the faculty volunteers were thanked for their response, willingness to participate and informed that the target number of participants had been met. Of the faculty volunteers, 60% of the participants selected were male. Additionally, 70 % of the respondents reported having taught at Northeast Community College for more than ten years. 50% have actively advised for more than fifteen years and all of the participants had at least five years of community college advising experience.

Faculty members volunteered from multiple disciplines allowing for a true cross representation of faculty advisors. For this study, a total of ten interviews were conducted with faculty that actively advise community college students. (Table 3. 1)

Table 3.1
Faculty Participant Demographics

Participant	Gender	Academic Division	Years of advising experience
One	Female	Humanities	>10
Two	Female	Business, Arts, & Social Sciences	5-10
Three	Female	Health Professions	>15
Four	Male	Humanities	>10
Five	Male	Health Professions	5-10
Six	Female	Mathematics, Science & Technology	.>15
Seven	Male	Business, Arts, & Social Science	>15
Eight	Male	Business, Arts, & Social Science	>15
Nine	Male	Mathematics, Science & Technology	>15

Ten	Male	Business, Arts, & Social Sciences	>10

Data Collection Procedures

The faculty volunteers were contacted individually via email to set up an interview date and time. Each interview took place on campus during a 6-week time frame during October and November 2016 (Appendix C). The primary research technique involved in-depth, semi-structured interviews with faculty who volunteered to participate. Each interview took place in a private office to limit distractions. The study and interview protocol were explained to the participants (Appendix D). The faculty participants were asked twenty open-ended questions (Appendix E) and clarifying questions when needed designed to initiate conversation focusing on the advising experience of faculty at a community college. This researcher conducted interviews until the required target number of participants (ten) had been met. All interviews were recorded on an iPad and observational notes were taken during the interview process when needed.

The interviews lasted between 34 -75 minutes, depending on the responses of the participants. Descriptive and reflective notes were made immediately following each interview so as not to lose important details of the interview (Rubin & Rubin, 2005). As the primary instrument for data collection and analysis the researcher bracketed any personal preconceived notions, biases and personal experiences that could have affected the validity of the qualitative study. Bracketing is a methodological device of phenomenological inquiry that requires the deliberate putting aside of one's own belief about the phenomenon under investigation or what one already knows about the subject prior to and throughout the phenomenological investigation (Chan, Fung, & Chien, 2013). Within forty-eight hours of the interview the recording was

transcribed verbatim using Google Docs Voice Typing and combined with field notes. A thank you note was emailed to each participant with an invitation to discuss the research findings (Appendix F)

The interviews provided flexibility and ability to adjust the line of questioning with the participants as needed rather than relying on the rigid structure of quantitative data collection methods like frequently used surveys. By conducting one-on-one interviews with each faculty advisor, the expectation of the researcher was that they would be more comfortable expressing opinions and attitudes that might differ from their peers and allow for more self-reflection and personal experiences. The primary disadvantage of conducting individual interviews was concern the presence of the researcher may have had some influence on the participants' answers, which potentially leads to information being filtered (Creswell, 2009). Coordinating the interview schedules with the faculty volunteers also proved challenging. Scheduling periods of uninterrupted time between classes, office hours, meeting, clubs and other faculty commitments was complicated.

To summarize the data collection and recording procedures, Creswell (2009) suggested the following steps:

- identify purposefully selected sites and participants
- indicate the types of data to be collected (qualitative interviews in this study)
- discussion of strengths and weaknesses of data collection methods
- establish protocols for interviews
- establish method of recording interviews (audio recording and field notes)
- noting sources of data collected

Data Analysis

Creswell (2010) stated that analyzing data requires the researcher to understand how to make sense of text. The purpose of a Phenomenology study is to focus on and comprehend the meaning and depth of the participants' experiences (Hays & Singh, 2012; Moustakas, 1994). Creswell believes that phenomenological research uses significant statements, to generate meaning and description (2014). Using the modified Stevick-Colaizzi-Keen Phenomenological Data Analysis (Moustakas, 1994) , transcripts were analyzed for themes by systematic process of analyzing the data using phenomenological reduction steps of (a) bracketing, (b) horizontalization, (c) themes, (d) textural descriptions, (e) structural descriptions, and (f) textural-structural synthesis was performed.

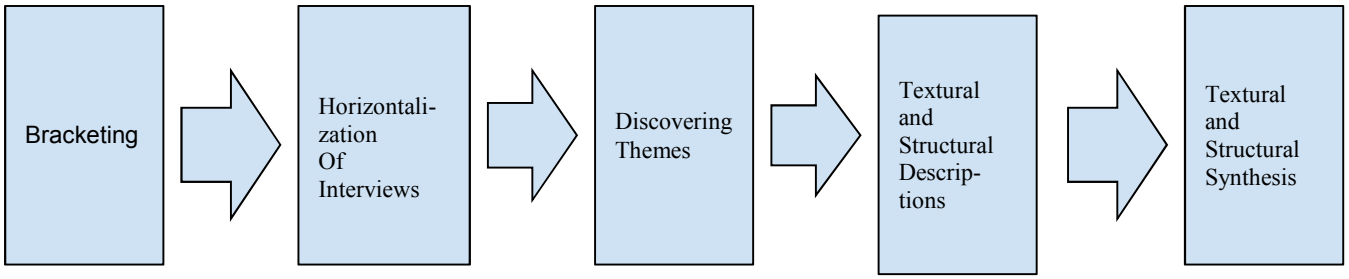


Figure 3.1
Flowchart of data analysis

Creswell (2009) suggested the following data analysis steps conducted simultaneously with data collection:

1. organize and prepare data for analysis;
2. read through all the data for general sense of information;

3. begin coding process of data;
4. identify categories and themes among the data;
5. decide how descriptions and themes will be represented in findings;
6. interpret the data.

Although the experience of the researcher cannot be eliminated, prior to the research, all personal beliefs, values and experiences regarding advising at a community college must be put aside in order to accurately capture the experience of the faculty, a practice known as bracketing in phenomenological studies (Groenewald, 2004).). When reviewing the written transcripts each statement was considered with respect to significance of the advising experience and all relevant statements were noted, this process is called horizontalization. The interview statements were then listed and grouped into clusters which identified the themes of the study. The themes of the study include textural descriptions (what is experienced by the faculty) and structural descriptions (how advising is experienced).

Bracketing

An important role of the researcher is to identify the assumptions that govern their own knowledge of, experience with, and attitudes toward the phenomena being studied to guide how they determine what can be known (Butin, 2010). The first step in managing the data was to apply the epoche or bracketing process (Moustakas, 1994). This process of bracketing enables the researcher to fully listen to the participants without interjecting personal feelings while engaging in the analysis. Bracketing keeps the focus of the research process on the participants' experiences (Moustakas, 1994). The researcher should suspend personal bias or preconceptions which could contaminate their ability to understand the phenomenon being studied in the way participants experience it.

Horizontalization

The next step of data analysis was to determine significant statements within the transcripts (Creswell, 2014; Hays & Singh, 2012). Hays & Singh (2012) suggest that the researcher should "think of your phenomenological data analysis via horizontalization and textural and structural description as a metaphorical sieve through which to filter all the participant descriptions. MAXQDA, qualitative data analysis software, was used to analyze the ten transcribed interviews. It is designed to handle non-numeric data by organizing, classifying and coding data. The software aided and assisted determining answers to the research questions. 36 significant individual topics shared by the participants were identified. The data was reviewed to extract key phrases, terms to identify meaning from individual experiences of the faculty. The memo function of the software was used to make notes and highlight specific passages to clarify the context of the codes. The data presented by the participants, were grouped into meaning units and themes called textural and structural descriptions.

Textural Description

Textural descriptions strive to comprehend the data by asking what was experienced (Moustakas, 1994). After coding all the transcripts the field notes from each interview were reviewed and codes revised to reflect the additional information. Descriptive quotes from the interviews were used to illustrate each theme and to write descriptive summations of faculty experiences. Using verbatim transcripts the participants' feelings were described through a rich description of their storytelling (Merriam, 2009; Moustakas, 1994). The use of specific quotes from the participants enabled the researcher to more fully understand and describe the phenomenon.

Structural Description

Structural descriptions of data analysis identified multiple meanings within the textural descriptions that are associated with phenomenological theory. The structural description identifies multiple meanings within the textural description by asking "how" the phenomenon was experienced (Moustakas, 1994). Variations in the meanings in addition to tensions and opposites between variant themes is necessary to fully examine and understand the essence of their meaning (Moustakas, 1994). After the textural and structural descriptions of the experiences had been synthesized into a composite description, it was here that the description became the essence that portrayed the meaning of the experience, and a true understanding of the faculty advisors' lived experiences (Moustakas, 1994).

Textural-Structural Synthesis

The textural-structural synthesis was the final step in the data analysis. This step provides the foundation for explaining the "what" and "how" of the phenom (Moustakas, 1994). Reflection used throughout this study is what helped create the foundation and the structure for the essence of the experience (Moustakas, 1994). Participants experienced the advising process in their own unique way, and within their own personal context.

Approximately nine total hours (Appendix C) were spent by the researcher conducting the actual interviews. During each interview, notes were taken by the interviewer to describe any observations, points of interest or any nonverbal communication that the audio recording would not capture. Immediately following each discussion, the interview summaries were written up to capture the major points made by the interviewee. Additionally, after the interviews, the audio recordings were transcribed verbatim. The material was analyzed using the Framework Method which is a thematic analysis of the qualitative content (Gail, Heath, Cameron, Rashid & Redwood, 2013). The Framework Method approach is to categorize both

the commonalities and differences in qualitative data, before focusing on associations in the data, thereby seeking to draw descriptive and/or explanatory clusters around themes (Gale, et al., 2013). After the transcripts were coded, field notes were compared to ensure that no codes or potential themes were overlooked. A table was developed to illustrate the primary codes, including in vivo codes and their locations within the transcript. Afterward the transcripts and data analysis materials were reread and the narrative constructed by summarizing the materials (Creswell, 2003). By using an axial coding approach to organize categories of codes, primary themes emerged (Creswell, 2012). These themes referred by Creswell (2012) as core category or phenomenon depicted the experiences of community college faculty advisors.

The summary of the faculty experiences and the discussion of the phenomenon of academic advising at a community college may provide information and guide community college leaders and advocates toward solutions that can support student success and retention and other barriers that may impact degree completion.

Ethical Considerations

The study involved human participants for research purposes. The goal of the study is to contribute to the generalized knowledge of community college faculty advisors and their perceptions of academic advising. Interaction occurred during the interview process and involved active data collection that may be utilized for future publication and presentation. The participants of the study included only full-time (tenured or tenure-track) faculty at the College with advising responsibilities. The site is not identified other than as a Community College. A pseudonym of NECC (North East Community College) will be used. The location of the college is not necessary for the study; furthermore not mentioning the specific school, will add anonymity to the faculty. The participants will be fully informed regarding the details of the

study, including the benefits, the procedures of the research. The research will do no harm and is voluntary. If a participant felt that "risks" are involved, he/she is able to terminate participation in this study. There are no anticipated risks to the participants for participating in this study Interviews were conducted privately to allow faculty the freedom to speak from their own perspective describing their own experience and provide better insight to the study as opposed to group settings which could thwart individual responses. Recordings of interviews were destroyed upon completion of transcription.

Ethical issues were addressed at each phase in the study by diligently protecting the interests of human subjects. To meet professional ethical standards the following considerations were made (Smith, 2003):

- The purpose of the study, the expected duration and the procedures for conducting interviews will be clarified to participants.
- The participants were able maintain the right to decline participation and to withdraw from the research once it has started, with no consequences if participation was terminated.
- The participants were given information about how their data will be used
- The participants were given information about what will be done with the field notes and audio recordings during and after the study.
- The confidential records are stored in a secure area with limited access, and stripped identifying information.

Summary

This chapter provided the description of the methods used in this study. As indicated earlier, a qualitative, phenomenological design was used to examine the perceptions of two-year college, teaching faculty have regarding advising. The research was conducted at a large community college in the Northeastern portion of the United States. Research participants were full-time teaching faculty that contractually are obligated to provide advising to students. Data was collected data via in-depth personal interviews which were preceded by the epoche process that is fundamental to the phenomenological design. The data was analyzed using specific phenomenological procedures outlined by Moustakas (1994). The following chapter explores the data collection, analysis and findings of the research.

Chapter Four

Findings, Results and Interpretations

This chapter describes the collection and analysis of data obtained from interviews conducted with full time faculty members who advise students at a two-year college. A description of the advising phenomenon was conveyed through ten individual interviews which provided an overall understanding of their experiences.

Introduction

A constructivist approach was used to understand the nature of how faculty form their perceptions of advising and the possible impacts those beliefs might have on the process and student success. Conducting interviews as the qualitative research method allowed for a more in-depth analysis of faculty perceptions regarding the advising process in a community college environment. The use of interviews within this phenomenology study was not to generate theory, but to focus on collecting an in-depth description of the participants' experiences (Creswell, 2014; Moustakas, 1994). The study sought to incorporate the perspectives of faculty in their role as advisors to guide the data collection process and subsequent analysis. Any preconceptions of the researcher, a community college advisor, were not a factor in the study.

Overview of the Findings

The overview of this phenomenological study, summary of the qualitative analysis, and the findings of the research questions are presented in this chapter. The findings are organized by the major themes and concepts that emerged during the study. The overall analysis of the data is discussed in relation to the research questions posed regarding how teaching faculty perceive advising in a community college setting. Six major categories of responses emerged from the initial coding: the role of the faculty advisor, influences on the perceptions of advising,

barriers to advising, the need to maximize advising, the importance of advising, and concerns for community college students. From the major categories, additional subcategories and interrelationships emerged through open coding.

Themes

The purpose of this study was to gain an in-depth understanding of the experiences of community college faculty who advise students. The most fundamental mission of qualitative research is to identify themes (Ryan & Bernard, n.d.). Thirty-six codes (Table 4.1) emerged from analysis of the interview transcripts. The responses from interviews were organized into categories consistent with the conceptual framework which were: community college student population, faculty role and responsibility, and student retention and completion concerns. From the thirty-six codes, six themes emerged to be common in meaningful academic advising experiences from this study. Three themes emerged from the first research question of how do community college faculty members describe their experiences with the academic advising process as it pertains to training, student engagement, institutional goals, and learning objectives. The themes identified were: (a) the role of faculty advisors, (b) influences on the perceptions of advising and, (c) the importance of advising. Three additional themes emerged from the second research question of the connections between academic advising and student success from the perspective of community college faculty members they were: (a) barriers to advising, (b) the need to maximize advising and (c) community college students.

Table 4.1. *Emergent Themes and Codes of the key characteristics of the phenomena used by faculty describing advising at a community college*

Theme	**Open Codes**					
Role of Faculty Advisor	Professional	Guide	Mentor	Teacher	Shared Model	Formal or Informal process
Influences on perceptions of advising	Goals	Contractual Require-ments	Separate Obli-gation	Fear & concern	Background & experience	The Process Of advising/ Preparation /training
Importanc e of Advising	Improves Retention	Provides Meaningful interaction	Increase aware-ness Avoid mistakes	Explore goals, career, progra m	Navigate college	Teach self reliance
Barriers to advising	Student Obstacles	Lack of Clarity	Student personal issues	The value that is placed on it	Wide variety of student variables	Training/ staying current
The need to Maximize Advising	Technology software/ Social media	Advising & Teaching seamless	Preparati on Training & Resource s	Specifi c or cohort advisin g	Create Campus-Wide process	Clearly define process & role
Concerns for Communit y College Students	Procras tinate/ unaware of conse-quences	Lost/lack of Personal & academic awareness	Unprepar ed/ unrealisti c expectati ons	Easily frustrat ed	Multiple Priorities/un clear goals	Numerous Distraction

Table 4.2
Themes and sub categories of faculty perceptions of community college advising

Themes	Categories
Role of Faculty Advisor	Advising process, institutional resource, program expertise, characteristics of a faculty advisor
Influences on perceptions of advising	Contractual responsibility, student needs, clarity of goals
Importance of Advising	Positive impact, retention concerns, development of student
Barriers to advising	Undefined expectations, preparedness of the student, preparing the faculty
Maximize Advising	Institutional investment, faculty compensation technological investment
Community College Students	Diverse population, Funding college, environmental influences

Research Question One: *How do community college faculty members describe their experiences with the academic advising process in regards to areas such as training, student engagement, institutional goals and learning objectives?*

Theme One: Role of the Faculty Advisor

The faculty participants were asked how they would define advising. Their responses varied and depended upon how they interpreted the question. Some faculty offered a definition of advising describing it as a process to help students recognize their potentials and work toward their educational goals. Other faculty defined advising as it works specifically at NECC, often

linked to contractual responsibility. Some faculty participants suggested that advising was an extension of teaching, not a separate function and believed it to be like a guide. A common theme for the faculty was that as advisors they were mentors or guides. Participant Eight stated:

> Advising is mentoring, tell them what classes will help them get the best results, develop a relationship with a student enables faculty the ability to help them more. Advising is being a mentor to students, get to know them and figure out what they need to do, what they need to handle and then teach them how to do that.

Advising Process

Academic advising is part of a process consisting of routine non-classroom interactions between students, faculty and staff members; it plays a role in students' perceptions of school and their connectedness to a college (Gordon, Habley, & Grites 2008). Faculty advisors are able to not only mentor students, but hold the unique positions in which they are able to guide students in developing overall educational and career plans (Baker & Griffin 2010; White & Schulenberg, 2012). Faculty experienced the advising process in their own individual way, but each of the participants indicated a desire to see students succeed, experienced gratification for helping, and expressed the belief that advising was part of their responsibility as an educator. The majority of faculty conveyed a preference for a more developmental style of advising (over prescriptive), which allowed them to consider the individual needs of a student during the advising session. As described by Margaret King (2005) developmental advising is a process based on a close student-advisor relationship intended to aid students in achieving educational,

career, and personal goals by utilizing campus. They wanted more than just tell the students what classes to take, they hoped to see them grow and succeed academically.

The faculty interviewed expressed the belief that connecting with students outside of the classroom is important but they had mixed response regarding the scope of advising and their role in the process. Participant Five indicated that he was comfortable advising students regarding academics, educational planning, and minor career exploration, but believed that professional advisors have a different background and skill set deemed important for student success. Participant Three stated that "advising should not be faculty-driven. There should be hired professionals that are well-trained and knowledgeable about the school policy and procedures." Participants discussed the increase of personal, emotional, and financial issues that regularly come up during advising sessions and the importance of being able to refer students to qualified professionals. Participant Ten stated that "advising used to be educational planning, but students today often need so much more information about financial aid, personal and family challenges, I worry about misadvising in those areas or overstepping my role."

All of the participants expressed an understanding that students expected them (as advisors) to guide them through the process of reviewing degree requirements and assist in their navigation of college life, but felt that the role was often synonymous with scheduling and registration. Participant Seven said "If advising is just telling them the classes they have to take, anyone that can read can do it." Advising is meant to be a collaboration where students receive guidance on educational goals, learn to set academic goals and be connected with campus resources (Grites, Gordon, Habley, 2008).

Institutional Resource

The retention literature has long recognized advising as effective institutional strategy for student retention (Nutt, 2003). Faculty believed that advising is most beneficial when discussed regularly in the classroom. Advising does not have to be presented as a lesson, but as a reminder that the support is available if and when the student wants it. Participant Seven stated that initially students do not respond to any conversations about advising, primarily because is a vague term to them. He said:

> Students often don't know anything about college yet. They do not realize the importance or need for advising, but by making a point to refer to advising regularly, eventually over time students begin to realize how and why advising may be important to them.

All of the participants felt that faculty advising needs to support with and by professional advisors. Participant Six stated that "in an ideal environment each student should have a professional advisor and a faculty advisor working as a team." Participants believed that faculty and professional advising would have a greater impact on retention, because a greater portion of the needs of the student could be addressed.

Participant Two expressed a belief that for retention it was very important for advisors to teach students how to plan and develop a path to graduation. She stated that "in this economy and educational cutbacks faculty need to have more of a vested interest in getting students enrolled." She felt that "faculty should consider not just course enrollment, but program enrollment." This sentiment was furthered by Participant Ten as he discussed financial cutbacks and the ramifications faced by colleges," funding shortfalls throughout the college have led to reductions in staff as positions go unfilled, a significant increase in adjuncts in an effort to save

money, considerably fewer course offerings, and programs closing based on lack of enrollment." Participant Eight also discussed financing and retention stating that:

> Students are here longer than they should be because of developmental course requirements, they want or in some cases need everything done for them because they have no base knowledge of college, and often they do not know how to handle small problems let alone major ones because they never have had to before; these are reasons why advising is so important and an area that should be a priority and major investment at the college, for the college.

Program Expertise

Participants expressed a belief that cohort or discipline based advising was more productive and had greater meaning than working as a general advisor. Participants also agreed that having consistency in their advisees gave them the opportunity to develop stronger relationships with students over time, which in turn, they believed increased the prospects for retention and graduation of students. Participant Seven spoke of how knowing his advisees from the classroom which gave him an advantage advising them. He stated that "when I have taught the students, I feel more confident about recommending courses to them based on what I know of their interests and strengths." The sentiment was furthered by Participant Three, stating "students should be consistent in who they visit, different people can answer questions correctly but have different opinions which can create confusion." There was a consensus among the participants that when advising is just based on who is next in line it becomes a more prescriptive process. Participant Nine discussed sitting in the advising center "I never knew any

of the students, was not aware of their strengths, their academic tendencies so the only thing I felt comfortable doing was telling them the classes they needed to take."

Many of the faculty shared that they engaged students more intently through loosely structured or informal roles other than official structured academic advisor. They viewed themselves within this roles as educators, mentors and guide. Participant Two expressed that it seemed too formal to say faculty advising and that advising should be an element of the role of a community college teacher. Participants stated that they often give their advisees their personal contact information for additional accessibility. Participant One said "I have many students that call me at home or text me when they have a question and being able to answer them in the moment may save problems later on." This sentiment was furthered by Participant Three, adding that "it may take a while at first, but in the long run being able to speak to the students on the phone saves me a lot of time and gives the student a feeling of being cared for and listened to."

Participants believed that students expected their faculty advisor to be knowledgeable about various aspects of the college-going process, which created concern. Participant Five indicated, "There is a fear among faculty advisors that we can mess up and it can cost the student time and money." Participant Three stated that the fear can be based on not knowing the answers and as a professor that is a position many do not want to put themselves in. The faculty indicated that to many students they were a one-stop shop unto themselves. Faculty explained that students sought information from them beyond educational planning, and course selection, including such topics as:

- the transfer process to four year colleges and universities
- financial aid policies and procedures
- tuition costs and billing procedures

- scholarship opportunities both at the two and four year college level
- career choices

Participant Ten stated that "faculty are experts in their classrooms, but beyond that many do not like being put in the position of not knowing, or worrying whether or not they can answer questions from so many areas."

Characteristics of a Faculty Advisor

Faculty also discussed specific personal traits that were important to the role of advisor. The characteristics they deemed important were possessing the ability to listen to the student, being empathic to their situations, and having patience. Other participants reflected on their own prior experiences that they felt had given them a special perspective, such as personal, educational and financial struggles, Participant Three stated that the "ability to connect with students on that individual level is most important and to remember your own educational journey". Collectively the faculty interviewed each expressed a personal desire to learn and grow as an advisor. This group participated in advising activities and were comfortable seeking assistance when necessary, but acknowledged that many of their colleagues did not share their mindset. Participant Five shared that advising debates often arise at departmental meetings. He said that "for many faculty advising brings with it the unknown or a level of uncertainty that they are not comfortable with."

Table 4.3
Faculty Advisors' roles, responsibilities and characteristics

Role of Faculty Advisor	Responsibilities	Characteristics
Teacher	Clarify student goals and degree requirements	Good Listener
Mentor	Provide accurate information	Empathetic
Educational facilitator	Create Educational plans	Careful
Guide	Communicate deadlines & policies	Accessible
Campus Liaison	Inform students of campus resources	Knowledgeable
Coach	Improve Retention	Positive & genuine

Theme Two: Influences on the Perceptions of Advising

Faculty are expected to be student-centered however, many have significant departmental and committee responsibilities outside of advising which severely limit their ability to advise. Often the institutions missions and administrative priorities determine the amount of emphasis placed on advising (Kennemer & Hurt, 2013). This is most evident is the hiring, promotion and tenure procedures often which do not include advising (Baker & Griffin, 2010).

Contractual Responsibility

All of the faculty interviewed indicated that there was no discussion of advising during the interview or hiring process. Faculty are hired primarily based on their teaching abilities and experiences; the role of advising is less prominent and often nonexistent in the recruitment and employment process (Edwards, 2007). Faculty stated that advising was introduced to them as a contractual requirement. If advising was deemed important by the institution it should be used as a criteria for employment and evaluation (Edwards, 2007). Advising at NECC was described to

faculty as something that had to be done during the semester for a prescribed amount of time. Participant Ten stated that "when advising is a contractual obligation, it is something else that has to be done." Participants felt that many faculty often see advising as a chore, not part of their role as a professor. The sentiment was furthered by Participant Five stating that "for many advising is a separate job and outside the academic area maybe because it is seen as a function of student services not academics."

Several faculty discussed that knowledge of subject matter and teaching experience are often the most important criteria for hiring faculty but administratively there is an added expectation to advise students. "Because someone can teach something," stated Participant Four, "does not mean that they will be effective advisors and that's where the complaints may come from. Poor advising can be damaging." Participants believed that faculty were an integral part to advising, but other avenues should be pursued. Suggestions included:

- professional advisors
- peer advisors
- technological improvements for training and student planning

Student Needs

Advising at NECC was introduced to faculty as something very formal and somewhat rigid. Participant Three said that advising was to be done at a certain time and place, reinforcing that it is a separate function from their teaching. Participant Seven said that "the system is set-up so that we sit and wait for students to come. We tell them where and when and then we wait and hope. It would be better served if advising was a seamless part of teaching." Participant Two discussed the importance of meeting students where they are now. "Advising can be a minute or two in class, after class giving them information that they need. Students today are different, but

we keep to maintain old systems and want them to change, maybe we should change how we do business." Faculty discussed that many students work and are on campus for classes then leave. "Time is often a factor, they rush to class, rush to work and in between take care of families and homework. Students tell me they don't have time to wait or time to make an appointment", stated Participant Five. Faculty discussed the importance of technological advancements that might improve access to advising for students with time constraints. E-advising systems and other online resources provide another way for faculty to offer advising to students that cannot find the time for face to face meetings.

Clarity of Goals

Collectively the faculty indicated that one of the biggest problems surrounding advising is determining what is expected of them. Faculty found that advising is not clearly explained nor defined. Participants believed that beyond the contractual responsibility, which is based on hours per semester, advising is vague. Participant Four stated "without a definition advising is left up to the faculty to define. If I do my hours it's done, like a prison sentence or something I check off my to-do list." Faculty indicated that when advising is just sitting and waiting for students to arrive it feels like a waste of time. Faculty Eight stated "I used to sit in the Advising Center and never see a student, but once my time was completed, I was done with advising for the semester." Participant Five stated, "When I did not know or have much experience with advising it felt separate, like another job." Additionally, advisors believed that if advising was presented to faculty in a different manner it would improve drastically. For example, include advising in the teacher load or build it into our (faculty) schedule and get paid for it. Participant Ten felt that advising might improve if faculty had more involvement in defining the role and responsibilities or if a financial reward was part of it.

Theme Three: Importance of Advising

Advising is often considered the link between the student and the institution. Faculty advisors offer the connection to the college that research indicates is vital to retention (Nutt, 2013).

Positive Impact

"We (faculty) forget that they are 18 years old and often do not see or think long term. They need to be taught that this is not grade 13," stated Participant Nine. Faculty advisors felt their most important advising tasks were:

- explaining degree requirements
- discussing coursework
- developing an educational plan
- recommending campus resources

offering information about campus events

Participant Four stated that he had to learn things about the college in order to help advisees and it provided insight to what his students may need. He stated that "advising made me realize what students need to know, the vast amount of questions they have about college." Faculty discussed how through advising students they began to realize how little students often know about higher education. Collectively faculty felt that being academically unprepared for college was only part of the problem. Participant Eight stated "students finish high school without any college preparation, as first generation students, they come without role models. We speak another language in academia, one they have not learned yet." It was also noted that as students participate in advising, their needs shifted. Participant Two indicated that "what is discussed in an advising session depends on how much the student knows. At first it may be very limited but, the more knowledgeable the student becomes, the questions become deeper." Participant Seven

stated that "community college students do not realize the extent of what they do not know and often you (faculty) have to question them extensively to help them figure out what their question actually is."

Retention Concerns

Faculty felt that students need advice for much more than mere academic assistance. They expressed that many students needed help with non-academic issues primarily financial and personal matters. Faculty noted that the changing demographic of students has increased and diversified the level of help necessary for success and retention. Participant Ten stated "students don't start college planning on failing, but too often it happens and it is often more than an academic issue." Participants discussed that many of their students are the first in their families to go to college. Participant Ten Eight stated that "many students do not have the family support only because no one in their family went to college, it makes navigating the system that much harder."

Faculty participants indicated that building campus connections was extremely important and the support provided by their colleagues' campus wide was valuable. Participant Two shared that students are often in a state of transition and a variety of college services may be necessary to increase their ability to succeed. Participant Seven further noted:

> Community college students are the neediest of the needy and help is so much more than academics. We (faculty) can help if advising just becomes part of what we do The more we, as faculty, engage in advising, the more our own awareness increases and we become better informed about help available and can pass that information along to our students.

Participant One believed that at community colleges, advisors provide important information about course requirements, offer students the support needed to define a path to success, and can inform students about available campus assistance which is often critical for non-traditional students trying to navigate an unfamiliar educational system.

Development of Student

All of the participants stated that the most positive advising experiences at Northeast Community College came from knowing that students were better prepared and informed about college after an advising session than when they started, giving them a greater chance to succeed. Advising allowed faculty to share their passion for their own academic program, field, or career which provides students with insight. The faculty discussed the immediate gratification they received from advising which is very different than teaching. Participant Five stated that "as a teacher, you may see a student do well in your class, but never know anything about that student or what happens to them after the semester. Advising student's semester after semester I watch them achieve and witness their success." Participant Four stated that "you get to see the growth and watch their confidence soar" and Participant Two said "you see as they learn to rely more on themselves." The faculty believed advising can make a positive impact on the retention and ultimate success of students; many mentioned the satisfaction they felt seeing their advisees walk across the stage during graduation ceremonies. Several faculty mentioned that students had sent them letters, cards, or emails thanking them for the assistance they gave them. Students thanked them for the encouragement, patience, and willingness to be there for them when they were struggling and being an advocate for them. Participant Six said "the students I advise are very appreciative of being able to speak to a professional in their field that understands their dreams and can help make them a reality."

The participants believed that during advising session's students are more likely to give their undivided attention, sometimes more attention than in the classroom. The faculty shared that through their role as advisors, they see a metamorphosis or transformation occur in students. Participant Six noted that "a student walks into an advising appointment and maybe twenty minutes later the student walks out and positive growth has occurred." Faculty indicated that the change or gratification witnessed through advising is often greater than teaching because the positive growth of the student is visible. Faculty indicated that students were often more responsive and appreciative of the guidance given during advising as they (the students) began to understand more about college or their program. Participant Two expressed that through advising a greater understanding of college and academic programs occurs and a shift in the maturity level of the students begins to occur.

Research Question Two: *What are the connections between academic advising and student success from the perspective of community college faculty member?*

Theme Four: Barriers to Advising

There are a wide variety of reasons why community colleges struggle to retain students. These two year institutions often have the students with the most difficulties academically and financially (Jenkins & Cho, 2014). Students arrive unprepared and often without a clear goal and guidance is needed in order to improve the success rates at two year institutions (Lee, Edwards, Manson, & Rawls, 2010).

Undefined Expectations

The most common theme that presented itself as a barrier to advising is the lack of definition and clarity. The expectations and role of faculty and the responsibility of students has not been clearly established. Advising can only be effective when all of the stakeholders

(students, staff and administration) understand the role of faculty in the advising process (Creamer, 2000). Participants felt that in order for advising to be universally effective, it needs to be defined, responsibilities outlined and goals clarified.

Participant Five asked "is advising student engagement or registration? I often feel that my job as an advisor is to get kids registered, period." The participants felt that the wide variety of student populations, such as first -time, transfer, adult, international students often have complex issues, unique challenges and require specific knowledge beyond academic advising.

Students enter community college without clearly defined goals and research indicates that almost 75% of them enter college without having made decisions about majors or careers (Jenkins, & Trimble, 2011). Participants found that in many cases students had jobs in mind without much understanding of the requirements needed to get there. Participants Seven shared experiences of students' uncertainty:

> A student will come to me and say I want to be, let's say a lawyer, but when I review the educational path, they say never mind I'll be a cop. Now admittedly, that one may make sense, but I have had students say they want to be a Physical Therapist and then say never mind I'll be a business major or maybe a teacher, without a clear idea of where that will lead them. It sometimes makes offering advice challenging.

Preparedness of Students

Participant Four stated "students do not understand college at all. Often the entire process has to be explained to them (the student). Often their expectations of what I should do as an advisor do not match what I think my role as an advisor is." Faculty felt that often when

students come to advising they expect to be told what to take and handed a schedule. Participants recognized that many students are not fully aware of the level of personal responsibility required for college. Research supports this indicating that many first-generation college students do not have the benefit of parental experience to guide them in preparing for college or help them understand expectations after they enroll (Gordon, 2007). Many students turn to advisors for not just academic advice but the guidance needed to navigate campus life (Sickles, 2004).

Additionally faculty discussed the lack of preparedness not only for college, but also for life. Participant One said that beyond academics, students pick a career with little understand of what the profession actually is and what work will be required to achieve their goal. "Our students may be high school graduates, but I find many did not prepare for college when they were in high school," stated Participant Ten. Research reflects that less than half of high school graduates complete neither college or career preparation curriculums and finds that students often merely accumulate enough credits to graduate (Bromberg & Theokas, 2016). Furthermore, this generation of students is used to getting an award for everything they do, even if it is mediocre and they have repeatedly been told that they are all winners according to Participant Four. The social promotion mentality presents a hurdle many students encounter when they attend college. Participant Seven stated "Having a high school diploma does mean a student is prepared for college; students show up and expect to be successful, college is often academic culture shock for them."

Advisors feel that in many cases education is becoming more like a business and students are the customers. Participant Five stated that colleges are taking on more of a corporate culture. Participant Four further stated:

> More and more it seems like they think they are paying for a diploma instead of working on an education. It often seems that they (students) feel like graduation is like buying a blouse. You paid for it, so it is now yours. But, in reality tuition gets you a seat in class, not a degree. That is a hard concept for many of them.

Participant Two added that students need to be better prepared, "I know they want a schedule, but my advice might change based on what they want but too often they cannot define their goal." Faculty shared that in many cases it seems students want a transaction instead of an advising session. Participant Four said "students come in and want to be told what classes to take and that is kind of it. I feel like if I just handed them a list, they would be okay with that."

The faculty interviewed spoke of problems related to student delays. Collectively faculty noted that students wait too long to register for classes and often wait until the end of the registration cycles. They felt that students do not take into consideration the consequences for their actions. Claiming that student delays often prolong their education because courses are no longer available, sections of classes are closed, and lines are long and frustrations run high. Participant Seven stated:

> Our students have at least three months to register, for fall classes registration is open for five months. They are busy, they wait. Students do not plan ahead to make an appointment because they don't think about it, they have time - we have no penalty for late registration. So they put things off because they can. They procrastinate and then rush in, at a time when everything is rushed,

> everything is urgent. Students do not realize the impact these delays may have on their ability to get the financial aid necessary or the classes they need. This must impact retention.

Faculty indicated that students are not apt to voluntarily seek advising during the scheduled registration periods. Faculty felt that their lack of expertise combined with a sluggish response to deadlines created problems. Participant Five felt, "college can be overwhelming; students have too many choices and we want them to plan, sometimes months ahead of time, that's hard for this immediate gratification generation." Students, especially our students do not understand how to pick classes and it seems like they change majors often." Timing and clarity were considered barriers to Participant Six stating that:

> Things are not as clear to students as we expect them or we think they are. The college may deem something important, but they operate on different schedules and have different priorities. The College and the students sometimes seem to operate on very different schedules. This is evident especially when it comes to registration. We let them register earlier and earlier, they still wait until the last minute. We waste resources and time being surprised or maybe unprepared is a better word every year by this predictable behavior, every year, and every semester.

Preparing the Faculty

Faculty also identified training as another barrier that impacted advising. In order to adequately advise community college students, faculty believed they should be knowledgeable

or at least be aware of a wide range of campus policies. Workshops have been the primary training method used at NECC, but many faculty deemed them ineffective because of the wide range of student needs and the wide range of variables. Participants felt that most faculty wanted to advise but were apprehensive that their skills might lead to mistakes that impacted a student. Participants felt that confusion regarding the faculty responsibilities with advising thwarts training efforts and the overall advising process. Without clearly articulated advising responsibilities, it is difficult to train and prepare faculty advisors to have confidence in being able to meet the varied needs of community college students. Training is challenging when college rules, policies, programs, and transfer process change frequently. This was the primary reason the faculty gave for wanting professional advisors. "It is not a matter of laziness, as often suggested, but faculty should be concerned and expected to know curriculum and course planning, but everything else should be handled by professionals" stated Participant Four.

Although faculty had access to advising training, interactions with campus colleagues were deemed more valuable. Faculty found collaboration offered a deeper understanding of advising than workshops, training sessions and manuals. Most faculty agreed that the professional development offered at the college for advising related primarily on how to use the software or navigate the system, but felt more should be done to guide faculty through what an advising session should include. Participant Five stated "I normally have a long list of questions that have been posed to me by students - I want to be able to talk about them, I want to confirm I gave the right information or find out the correct answer."

Faculty also believed that training in areas such as financial and transfer guidelines is advantageous because they provide information or give an overview, but faculty did not feel equipped to fully advise students in areas like those. Participants felt it important to be able to

refer a student to professionals in those areas. Participant Three said "faculty cannot know all of the things, all of the areas that students need to know about college, we know about academics." Faculty discussed that students are different and each bring unique circumstances and comes with their own educational history, they don't always fit into the boxes. "Knowing Web advisor may be important, it helps me give good academic advice, but beyond that I want backup" stated Participant Four.

Another barrier frequently cited by faculty regarding training and professional development is the lack of time and scheduling conflicts which impact their ability to attend campus training activities. A substantial body of literature has highlighted many factors that impede faculty advising, the most common of which are a lack of training, time, and incentives (Debate, 2010). The most common type of training for faculty advisors tends to be workshops and studies find that many faculty are reluctant to spend more than the minimal amount of time necessary on training (Koring, 2005). Participant Seven expressed an opinion shared by other faculty participants that training would be more successful if faculty felt it relevant and a valuable use of their time. Collectively, the participants expressed the need to be knowledgeable, up-to-date on the policies, procedures, and resources of the college in order to feel competent to advise, but conceded training is often neglected. Participant Nine suggested that training should be available in a variety of delivery methods, not just workshops. He stated that "multiple delivery methods is important, faculty learn and acquire knowledge differently and need more than a workshop. Repeated exposure to key elements of advising is very important." Faculty agreed that time constraints and scheduling conflicts often impacted attendance at training and believed that online tutorials would be beneficial.

The most mentioned training tool was having a frequently asked question (FAQ) sheet available to refer to when advising students. The responses indicated the need for a brief sheet containing up-to-date information that faculty advisors could use in order to give accurate information to students. Participant Ten said “we need an advising cheat sheet of sorts, the rudimentary information we all should know and where to send them for the rest.” Participant One stated, "I would like training on college policies and procedures and updates of changes during the semester." Participant Seven stated, "Training on FERPA, resources available on all the campus; contacts for the resources." Several faculty participants mentioned the desire to have online tutorials or online training that could be used at one's own convenience, depending on the individual's need. One faculty advisor stated, "All faculty should have to attend a basic advising workshop that should be applied to their contractual responsibilities and then online access to other important information." Participant Six discussed the importance of offering training regarding the emotional needs of students and students with disabilities. Participant Four discussed the increase of mental disease and the importance of faculty being able to recognize and respond to any symptoms exhibited by students not only in the classroom, but during advising meetings too.

The participants responses discussed training methods that they felt would be most beneficial to them. The most frequent types of training methods, other than workshops, suggested by the faculty were:

- FAQ Sheet (frequently asked questions)
- campus referral and resource guide
- online tutorials and training
- shadowing experienced advisors

- departmental training

Theme Five: The need to Maximize Advising

Studies indicate that in order to improve retention and the success rates at community colleges advising must be made a central part of the process and should be an integral part of the culture of the institution (Komarraju, Musulkin, & Bhattacharva, 2010).

Institutional Investment

Faculty expressed the shared belief that in order for advising services to be maximized and improve student retention an institutional investment was necessary in technology, human resources, and implementing changes in operating systems. Collectively the participants agreed that retention could be positively impacted by increasing the level of student interaction with faculty outside of the classroom and advising is a key area where that can occur. Faculty participants linked the lack of strategic institutional goals and mission something that impacted the effectiveness of the advising program. Participant Seven stated that

> Advising is deemed a key element or component of student success, but essentially it operates as it always has, status quo from more than twenty years ago. Where's the investment, what is being spent on improving advising at our school? Money talks. Money is invested, or sunk into other areas, that shows a lot. Faculty should do more and better advising is what I hear.

Participant Four stated, "Faculty are held responsible for advising, but student inertia creates conflict. Our students do not always seek advising in a timely manner or follow our timeline due to a lack of experience or knowledge and this creates problems." The participants believed (good) advising is beneficial to students and in some cases felt advising should be

required. The faculty recognized that making advising mandatory would be a tremendous shift in culture for the student population. Requiring all students to receive advising takes planning and this may prove challenging for both the college and our student population professed Participant Eight. Participant One stated "community college students are the neediest of the neediest and help is more than just academics." Participant Eight worried about the additional red-tape, hassles and hurdles that may dissuade the students that were already struggling with college. Participant Ten stated that "advising should be mandatory for all students, but with the current population that rushes in last minute to register, it would create tremendous lines, increase frustration and probably lower the retention, at least initially. Is the college, any college for that matter, financially able to take that risk?" Participant Two discussed that advising needs to be seamless in order to be effective. Stating that:

> Too often advising is an event. A workshop, or an Information Session, or make an appointment based on a schedule. It is disenfranchising to the faculty when so few students respond or show up. I would not say advising should be part of coursework or assignments, but certainly part of a class dialogue in a more informal approachable way. Advising becomes applicable to the student and effective for the faculty.

The participants felt strongly that faculty have a role in advising, but it should be a campus wide initiative. Studies indicate that strong advising programs have a combination of committed faculty and professionals (Martin, 2004) Faculty also noted that there has been a marked increase in adjuncts and the numbers of full-time faculty have diminished. This is important, because at this time part-time faculty are not required to advise. Participant Ten stated

"departments are smaller than they once were and there are not as many faculty to advise the entire student body. A sustainable system or process of advising needs to be developed and that requires campus wide buy-in."

Faculty compensation

Research indicates that faculty advisors play a critical role in promoting retention and student success, but participants interviewed indicated that although expectations of faculty advisors have increased there continues to be no stipend and it remains an unpaid activity. Research indicates that faculty perceptions of can be impacted by the overall lack of reward for advising (Kennemer & Hurt, 2013).

In terms of being financially rewarded for their advising efforts the faculty interviewed were spilt. Half of the participants believed that advising was part not only part of their job, but part of their responsibility as a teacher, especially teaching at a community college. The other half of the faculty expressed the belief that faculty should be rewarded for their efforts and if advising was more financially rewarding more may take an active role. If advising was a paid activity, faculty felt, it would serve as a way to require training, eliminate poorly qualified faculty advisors and encourage others to engage more in advising.

Technological Investments

Participants felt that as an institution we have technologically lagged behind "We (the college) rely too often on posters and handouts, emails and phone calls, millennials are used to tapping, clicking for an instant answer." stated Participant Seven. The faculty felt that the website could be improved and should be easier to find information. Faculty also felt the website presented a challenge for students and perhaps hindered their efforts. Participant Four stated:

> If I have trouble finding something (on the website), and I know what I am looking for. I know what it is called, I cannot imagine how frustrating it must be for students. In many cases I think the webpage is more of a hindrance and obstructs any efforts they put into it. We force them to call, but they get voice messages. We force them to come in, but then they have to wait. So much of what students need, should be able to be completed online.

The participants found that the tools or campus resources for advising were lacking due to the technology available, specifically Web advisor (the web-based information management tool), the online catalog, and the college website. One faculty respondent explained that poorly designed advising tools in Web advisor make it difficult for both students and faculty to understand requirements. "Web advisor and the college catalog need to be better, as in easier to navigate and perhaps most importantly accurate," stated Participant Eight. Additionally, they found web advisor not as intuitive as it should be and riddled with inconsistencies. Participant Seven said "We don't even use the same words to describe something - in some areas we say take a course, in other areas it says one class, in another it says three credits. It may all mean the same to us, but to students it seems like different directions or choices." Participant Ten stated that students find our website challenging and outdated. He said "we have a static website that is text based and we rely on emails as a form of communication with students, our modes of operation do not meet theirs.

The faculty recognize that that technology used by the college, albeit riddled with problems, should provide extended access to information, but there was a common concern that students are not using it effectively. Participant Eight stated "students today are the 24 hour and

seven day a week generation, but our software has not spurred students to register earlier or graduate any quicker." Millennials are often referred to as Digital Natives, fluent in technology and what they want is a mere click or tap away (Rivera & Hearts, 2006). Participants felt that it was important to recognize the characteristics of today's students because they operate with different expectations and we jeopardize retention by not updating our systems and operations. Educational technologies offer a variety of approaches which enable educators to reach out to students to improve retention including improved mobile devices, video conferencing, student information portal, blogs, and chat rooms.

Theme Six: Community College Students

For many the image of a community college student is an 18 year old high school graduate, but that is not the reality on community colleges nationwide (Center for Community College Student Engagement, 2014). Two year institutions have student bodies that are racially diverse, but also tend to be older with studies indicating that almost 40% of their population is over the age of twenty five and juggling jobs, families, finances all while struggling to graduate (Lumina Foundation, 2014).

Diverse Population

All advisors recognized the fact that the student population of Northeast Community College is extremely diverse. The advisors described students at the College as being diverse in age, ethnicity, and academic preparedness. Participant Ten stated that "non-traditional has become our traditional population, our normal student population." The open-door policies of community colleges creates not only academic challenges for students (Gabbard & Mupinga, 2013). Faculty discussed the issues surrounding first-generation college, academically at-risk, financial aid concerns, and outside influences such as work and family. All advisors expressed

concern about meeting the varied needs of students at the college and the importance of flexibility in advising to meet the diverse needs of our population. Participant Ten stated that "delivery methods of education have changed, therefore it stands to reason that advising methods should change too." To meet the diverse needs of students multiple delivery methods need to be available such as: tutorials, workshops, online, evening and weekend advising needs to be readily available for students. Faculty discussed that contact methods need to change too. Participant Three discussed that advising can be face to face, but also online, phone, email are important alternatives. She said,

> We need to cater to them a bit more especially at the beginning, but it pays off in the long run. Students may not be able to get to us in our offices, but exploring other ways (of advising) is critical for retaining them.

Participant Two discussed how important it is to discover what the actual goal of the student advisee is and to realize it might be different than her own or that of the institution. She stated that, "Too often students nod and pretend to understand (us) and then disappear. We often do not know why."

All participants recognized the transition period from high school to college was a very important and often difficult time students. Participant Four stated that "they do not know how to handle problems, they have no experience." The sentiment was furthered by Participant Five stating that:

> Students do not worry about problems because their parents have always taken care of it. They (students/parents) go right to the top, even for the smallest thing - skip the Chair or Dean and go right to

> the President. No hierarchy, because every problem is major and each one is an emotional outrage.

Participant Ten stated that he found students "reactive not responsive". He explained that with "I discuss advising in my class and email students from my program letting them know I am available, dates, deadlines and suggested timelines. Without fail, I get a deluge of emails right before the start of the semester asking for help picking their classes." Participant Nine said

> Students come see me and they want me to tell them what to take, pick their sections, and tell them who is a good professor. There is no planning and a huge disconnect as it seems that students have little knowledge that specific classes are already determined by the degree.

The participants identified successful students as those who are prepared and who have researched what they want to do. Faculty further defined successful students as those able to articulate their academic and career goals and seek guidance necessary to achieve their goals. The faculty participants stressed that being a successful student may mean that they are taking developmental classes, they may have a low high school GPA, and a poor SAT score, but they come with a plan, with questions, with a goal. Participant Five stated "they do not expect the advisor to do everything for them and they take ownership of their education." The faculty also said their most successful students sought advising regularly and wanted to ensure that they are on the right track to complete their programs. Other adjectives faculty used to describe successful students were determined, motivated, and proactive. Faculty also noted that many successful students have good support systems and understand how education can impact career goals.

Unsuccessful students were characterized as being unprepared, considering community college to be like grade 13, registering late, unable to access online resources, outside influences like work and family responsibilities along with procrastination due to social (and other) distractions. Participant Nine stated "procrastination is the biggest problem many of our students have. They procrastinate with homework assignments, studying and that seems to have a domino effect on other areas." Faculty expressed that the unprepared students were the ones who needed the most assistance and time but were often the most challenging to arrange meetings with. Participant Five stated that "Advising is the best thing that as a teacher we can be doing to help them (students) get the help they need and get on the correct path." Participants discussed that too often students do not realize help is available to them. "Our students enter the college poorly prepared, our system is complex and without guidance, we cannot be surprised the cycle continues," stated Participant Ten.

Funding College

All of the participants indicated that many of their students struggle financially and they see this having a grave impact on their academics. Participant Eight stated:

> I can't tell you how many emails or messages I get from my students telling me they can't come to class because they have to go to work, or worse telling me they are leaving school so they have to find a job or their work schedule changed.

Studies indicate that nearly half of community college students reported that a lack of finances could cause them to withdraw from their institutions (Smith, 2017). Faculty indicated that many of their students have financial aid and still struggle. Participant Ten said "Our tuition has skyrocketed over the years, we are closing in on two hundred dollars a credit, that adds up to a

lot of money each semester. Financial Aid can only do so much." Statistics show that approximately 40% of community college students are living in poverty and almost 50% are supporting themselves (Lumina Foundation, 2014). Faculty stated that many of their students work multiple jobs and worry more about missing work than class. Participant Seven stated "many of my students have told me they need to be absent from class because they got called into work, for them it can be a matter of survival." Faculty said these are issues that impact retention rates often more so than academic abilities...

Environmental Influences

"Students don't leave their problems home when they come here, they follow them right into our classrooms," said Participant One. Faculty participants all identified that outside influences have a huge impact on the ability of students to perform academically. "We have students that are hungry, homeless, and live with gang violence, some have trouble keeping their utilities on, and they don't have Wi-Fi and can't afford books." A recent study indicated that over 50% of community college students struggle to pay for food and stable living conditions (Goldrick-Rab, 2016). Participants felt that retention rates are often linked to academics, but there are many factors that impact a student's ability to succeed. Participant Seven said:

> Students may have the best of intentions when they start school, but they have a shaky academic foundation and need to work to survive. I have had students tell me they can't come to class because they don't have bus fare. They have to decide whether to buy a book or eat for a month. How can learning occur when these struggles are constant?

Low-income, first generation students face numerous challenges that make succeeding in college difficulty (Engle & Tinto, 2008). Faculty indicated many of their students were juggling work and family responsibilities which often impact their ability to succeed in the classroom again reiterating that attrition is tied to more than their teaching or advising abilities. "Life intervenes and often gets in the way of their studies, dropping out or stopping out is a regular occurrence, Students in good academic standing often disappear from my class, my roster and I never know why," stated Participant Two.

Table 4.4 Significant Statements
Faculty remarks relevant to the study regarding faculty advisors, community college students and concerns as related to themes.

Related Theme	Significant Statement	Faculty Partic-ipant
Theme One	Retention is not the only outcome that defines student success. There are times when I must advise a student to reconsider their long term goals - this may mean take time off because of family issues, discuss self-sabotaging habits and career choices in order to be successful.	P2
	When a student knows how to operate web advisor and understands their degree requirements, knows how to select courses and register I know the value of advising by seeing students obtain the knowledge and ability to take ownership of their education.	P6
Role of Advisors	There is no better job satisfaction than helping students succeed during their time here and then seeing them move on successfully or walk at graduation.	P1
	When a student is completely comfortable navigating the system and the path ahead. I feel successful when a student realizes they have the tools necessary to make decisions, informed decisions.	P3

Theme Two	If persistence and success are what the college wants to show then faculty support needs to be evident. Faculty, students, administration are all partners in this process. Faculty advising, cannot solve all the problems. Faculty should be rewarded for their efforts in this process.	P9
	Advising has become the scapegoat for all student success related issues. It impacts the desire of many faculty to take part in the process.	P10
	Faculty are never doing enough, never doing their fair share, and never helping enough. "If only faculty, if only faculty did more advising our retention problems would be solved". Faculty feel beaten up over the numbers. It is discouraging - worrying about classes or programs being cut - keep the students in those seats, get more students in seats or… The veiled threat is always an undercurrent.	P4
Influences on the Faculty Perception of Advising	It often seems that no matter what happens advising is responsible or at fault. Registration numbers are low, retention numbers, graduation numbers are low - It must be because of faculty advising	P10
	Faculty fear that they are being held responsible, accountable in a "finger pointing" kind of way - no two students are alike, there are so many variables, the rules and policies change - advising is not as black and white as it once was.	P7
	The actual goal of advising is more than scheduling classes. Not all of our students have the same goals. We equate success with our graduation are we not confusing our own mission as an open door institution - anyone can come to learn, and in many cases lives are improved but success, real student success can be made without a degree being earned.	P6
Theme Three	Students that test into developmental (courses) are starting their college in a difficult position. Advising is important to teach students how to navigate the system, to fill in the gaps that they come with - advisors help them understand or at least begin to understand.	P8
Importance of Advising	Students have often not figured out their own responsibilities in college, faculty can help them with that - if students reach out to advisors early on many pitfalls can be avoided but too often students see advising as scheduling. A seed needs to be planted early.	P5

	College is a time of transition and great change for students they need good advice.	P2
	We (the college) do not communicate effectively - our own materials are often riddled with mistakes or inconsistencies- if we can't get our own act together how can we expect our students to?	P7
	A big barrier to the advising process is the lack of rules or clarity. We have no deadlines, we might say we do, but we don't. Everything is negotiable. How do we think they will survive in college if we don't start with expectations for them to get in?	P5
	Students do not understand the whole advising process or more than that, they don't understand college. They are easily frustrated which leads to trouble.	P4
Theme Four Barriers To Advising	Students are reticent to it. Maybe because they are over scheduled and maybe because advising is this open ended thing. Maybe because they associate "seeing a teacher" as a bad or weak thing. Once students realize that it is important it's different- but it often takes a while for it to sink it.	P8
	Advising as a formal process is a huge barrier. This generation of students think it and want it at the same time. Scheduling an appointment, finding a workshop is lost on them. It needs to be an app on their phone prompting them to come in. Text not email - our systems are antiquated on this generation,	P3
	Timing and lack of clarity. College is not clear for students- the traditional schedule of registering for classes, at least in community colleges, does not match the schedule the students follow. We expect it, we can anticipate, but we never seem to be prepared for it. We follow our schedule, they follow theirs. Until we connect them there is a barrier.	P8
	It takes a while for students to figure out what they need. We talk about advising, we encourage them to go, we tell them, we remind them but too often students do understand until a few semesters have passed. For community college students, problems can occur and multiple in that amount of time. Students need to connect to advising earlier.	P1
	Our systems need an overhaul, the world has changed but we operate like we did 20 or 30 years ago - we have institutional inertia and need to invest in software or technology that can bring advising into this decade	P7

Theme Five	What is our investment in advising? It is a contractual requirement- why not expand advising service and provide equitable resources including additional services for students that may be at the greatest risk. This requires resources and advising should be expanded to something more stable than just faculty completing a contractual requirement,	P4
Maximize Advising	Clear rules and guidelines would make it easier to advise students and help eliminate misinformation or at least lessen miscommunication - if everyone is following the same policies "they said" will not be a bad thing	P6
	Investments made in advising should be considered investing in retention. Our current operating system is not easy for students to navigate - students do not read email, do not operate during a standard business day, want service remotely as well as face to face.	P9
	Often students come to the college the week (if we are lucky) before the semester starts - everything is rushed. They rush to apply, to take the Accuplacer, they haven't started financial aid so they don't have the tuition - but the college makes allowances. This may be done with the best of intentions, but often this starts them on the wrong path.	P10
Theme Six	Community College students today, are not the same as a generation ago. We see adults, adults in transition - transfer students into the college and students preparing to depart - we have so many types it is hard to classify. They have families and jobs, sometimes multiple jobs- they juggle a great deal - maybe that is not new, in the classroom but the variables impact advising.	P2
Community College Students	Millennial students often face challenges in college that they have not had before - they are used to having parents solve problems for them, Kids call or bring their parents to advising sessions, it hinders growth	P7
	High school graduates come poorly prepared for college often with developmental requirements and don't realize reaching their goals may be challenging. They need to catch up with years of education in a semester or two- this leads to frustration and that impacts retention.	P3

Summary

Advising, more than other student service, demands expertise in academic areas and is enhanced by teaching experience (Tuttle, 2000). This research study examined community college faculty experiences with academic advising. The goal was to identify the current state of advising as it related to the faculty experiences. This study identifies areas of concern or perceived weaknesses in academic advising and it may serve as a foundation for developing best practices for faculty advising at other community colleges. The chapter provided an overview of the results and findings from the qualitative data analysis of the faculty-advisors of community college students and the perception of their role as advisors. Chapter Five will provide a summary of the results, implications for practice, limitations, and implications for future research.

Chapter Five: Conclusions and Recommendations

Introduction

This chapter presents a summary of the research findings, conclusions and recommendations for further research based on the findings of the study. Literature recognizes the importance of having positive faculty intervention outside of the classroom in the academic lives of students at community colleges through advising (Cohen & Brawer, 2003, Nutt, 2003). This study provides data regarding the faculty perceptions of their role in the advising process and the challenges they face. Additionally this study provides information and insights that may impact advising done by teaching faculty at a community college. The research conducted for this study adds to the existing body of literature, offering insight and strategies which faculty perceive to be important for student academic success.

Summary of the Research

A qualitative methodology was identified as the best approach to compile faculty experiences and perceptions of academic advising. The purpose of this phenomenological study was to explore, describe, and understand the academic advising experience of full-time faculty at a community college. The study was guided by the following research questions:

1. How do community college faculty members describe their experiences with the academic advising process in regards to areas such as training, student engagement, institutional goals and learning objectives?
2. What are the connections between academic advising and student success from the perspective of community college faculty members?

Semi-structured interviews were conducted to gather data for this study. They allowed the researcher to gain a deeper understanding of faculty perceptions toward advising for community college students. As mentioned in the Statement of the Problem, little is known about community college's faculty experiences in regards to advising. The majority of the research related to academic advising is conducted at four-year institutions or from the perspective of students. Studies indicate that a strong advising program has proven to be an effective retention tool to increasing continuous enrollment (Cuseo, 2003; Nutt, 2003). To improve the knowledge base of community college faculty and their experiences with academic advising, the two main research questions were identified, proposed, researched, and analyzed.

This chapter discusses the interpretations and conclusions discovered in the findings of this study as they relate to influences on the advising process, faculty perceptions of students, and advising experiences. It offers information regarding possible implications for practices and policies related to the organization and delivery of advising services within a community college setting. It contributes to theory about faculty perceptions and influences on the advising process as well. Finally, it provides recommendations for future and additional research on advising setting, development and implementation of change, and suggestions for studying both students' and faculty perceptions of advising as it relates to the setting and context.

Discussion

The purpose of this study was to explore full-time faculty perceptions regarding advising community college students. The goal was to understand the shared phenomenon of faculty advising at a community college. Little research has been done on faculty perceptions of their advising experience; this study examined the attitudes of teaching faculty at a large, urban, two year institution in the northeastern portion of the United States. The findings of this study,

create a fuller understanding of the experience of community college faculty advising. Through the quantitative data collected, an overview has emerged depicting the experiences faculty have had and their feelings about their advising, the students that they help, and the institutions at which they are employed. Understanding how the faculty perceive their role in advising is an important step toward implementing systematic institutional change.

Addressing the first research question of how do community college faculty members describe their experiences with the academic advising process in regards to areas such as training, student engagement, and institutional goals and learning objectives, the data revealed that NECC faculty members generally had positive attitudes regarding their advising experiences. Overall participants indicated that they recognized the need for advising and in many cases found advising fulfilling, but recognize the scope of responsibilities has broadened and increased for beyond the realm of basic academic advising. This study indicates that personalized advising relationships were important to participants. Faculty expressed belief that knowing a student and working with them over a period of time enhances the advising relationship.

One of the most prevalent findings of this study was that teaching faculty perceived advising to be an important service for the students but identified numerous variables that influence how advising may impact student success, retention and ultimately graduation rates. Faculty indicated that advising responsibilities have increased and grown more demanding and complex. The scope of advising responsibilities had been primarily educational planning, but the diversity of today's community college student has changed the level of need and increased expectations of the faculty advisor.

One of the most challenging issues revealed by the study is the lack of clarity regarding advising. The faculty expressed frustration regarding the lack of definition as to what advising is at the College. It seems imperative that the first step toward creating an advising program is to define the role and responsibilities of the faculty, the college and the students. There is no clear strategic approach or shared vision of advising currently at the institutional level. There is no clear expectation for faculty with respect to their roles and responsibilities in the advising process. The lack of directives or definition of advising conflicts with institutional goals which purport to value advising, but the lack of support, recognition, or financial investments prove contradictory. Faculty described the lack of a uniform description of advising has a direct impact on the perceptions of their role and responsibilities as a faculty advisor. Participants described an overall lack of coherence regarding advising as a widespread institutional problem.

Professional development and ongoing training are critical elements for any quality, comprehensive advising program (O'Banion, 2013). Training is an essential part of the growth of faculty as an advisor. The input provided by faculty regarding training methods suggested mandating it as part of orientation for new faculty, offering training on a regular basis, and provide advising information in segments so that faculty can select areas to be trained in and have refresher courses on areas of advising that may not be most relevant to faculty. Although the importance of experience and regular student contact is extremely important, training provides the faculty information that will help them avoid many of the pitfalls and challenges associated with advising. Training also provides interaction with colleagues in other areas that may prove to be a valuable resource the faculty. Beyond academics, faculty felt that great knowledge of policies, procedures and campus resources would help, especially new faculty, become more familiar they college. It was also suggested that academic departments provide

training for their own faculty to create a uniform approach in order to assist students and achieve departmental goals.

Addressing the second research question regarding connections between advising and student success the participants realize how contact with faculty through advising may impact student satisfaction, retention and ultimately graduation, but the findings highlight the difficulties experienced engaging students for advising purposes. Multiple faculty reported that it takes a great deal of time to foster the advising relationship and continuous outreach to the students. With an often transient study body at community colleges making connections becomes exponentially more difficult. National data reported by the ACT stating that "advising assists students in multiple ways and each campus must make a concerted effort to develop an advising strategy to retain its students. Students who receive effective advising tend to feel positive about the institution" (ACT, 2004). Faculty reported that it took some time for students to understand what advising was and recognize its benefits. The participants indicated that developing a relationship and increasing familiarity for students with the advising process has a positive effect and encouraged students to meet with faculty advisors more often. Advising is most effective when it develops over time and may be a gradual process for students, but it leads to results (Habley & Bloom, 2007). This presents a challenge for many schools with retention rates declining, the amount of time an institution has to connect is often limited.

The participants discussed the importance of introducing advising as a process instead of an event. Traditional methods of advising should be supported through alternative means for advising this current student population. Phone, email and educational software were among the suggestions. The prevailing message was that advising needs to meet the student where they are in order to be effective. Faculty repeatedly stated that students do not follow the same

traditional academic calendar. It was noted that students regularly register in time periods denoted as late by the College. It might prove more effective to plan and prepare advising opportunities for what may be a new normal. Over the years, faculty noted, educational opportunities have advanced with online services and classes, advising opportunities should expand in a similar fashion.

Faculty affirmed the belief that the mission of community colleges is to provide access to education by having an open door policy, regardless of age, academic preparedness and socio–economic background. In recent years, policy makers and accrediting agencies have increasingly turned their attention to student persistence and completion (Bailey, Jaggers, & Scott-Clayton, 2013). It is important to note that the faculty members interviewed did not assume that access equals academic success or that accomplishment is defined solely through graduation. Additionally, although the faculty were supportive of the theory that all students should have a chance to enroll in college, they also believed that certain student characteristics, especially the students who ignored advising and delayed registration until the start of the semester created a series of challenges decreasing the chance of retention. There was resistance amongst the participants to the idea of imposing limits on access based on student ability or prior academic success. However, it was noted that the overall lack of student preparedness academically and limited understanding of college greatly impacts student engagement. This supports the data reported by the National Center for Educational Statistics (2015) that the lack of readiness for college is considered a major component to the low graduation rates experienced by community colleges.

The participants in this study validated Tinto's (2004) belief, indicating that effective advising is a part of successful retention programs and it must take into consideration the needs

of the students. They furthered with the belief that in order for advising to be effective a partnership should exist between faculty and professional advisors or counselors. Many of the participants in this study had a background in education and tied the advising process more closely with their classroom teaching. They were not looked upon as separate activities, but closely related and something done regularly like office hours. The faculty believed that advising should not be viewed as a formal, special event that occurs once a semester. This supports studies that encourage faculty to approach advising as a teaching process rather than an additional duty or a means to transfer information (Drake, 2008). This is consistent with research that suggests advising is teaching and should function as a way to facilitate learning not a separate task Cohen, Brawer, & Kisker, 2014).

Participants reflected that students at the community college level are especially in need of advising primarily because they are predominantly first generation, underprepared and transient. Many students come to college with little understanding of what it takes to succeed, are unfamiliar with the complex college system and find it challenging to navigate. Tinto (2002) noted that faculty cannot control the characteristics of the students they teach (or advise), however, they can control how they interact with students. Faculty bring valuable expertise and research often associates positive student outcomes with faculty interaction outside of the classroom (Skordoulis & Naqavis, 2010). The study also revealed that faculty recognize that advising is not a passive activity and student success increases when they recognize their role, take responsibility and develop a relationship with the faculty advisor.

Implications for Practice and Policy

The implications of this study's findings are important for community college faculty, institutions, and students by illustrating how advising is more than giving a student a list of

classes and scheduling. While the findings of this study are limited to one setting, implications for practice and policy are suggested for improving advising services in similar settings. The results of this research study provide a deeper awareness of faculty views regarding academic advising. The faculty responses are consistent with empirical evidence that demonstrates that the students that partake in advising services are more likely to continue to seek advising improving their retention and success rate (Cueso, 2008). In order to proactively address concerns regarding student attrition it is important to develop a campus-wide system that makes advising an integral part of all students college experience.

Practice

The findings revealed that there are several suggestions for how the advising process can be improved at Northeast Community College and other community colleges with similar advising organization and delivery systems. The data substantiated previous findings within the research on faculty advising at community colleges (Center for Community College Student Engagement, 2009.

Policy

Even though the results of this study were from one college setting, it offers implications for policy in advising at community college settings. One policy implication is how advising should be structured at the college. It was suggested by numerous faculty that a shared model of advising may provide the students with a more complete and comprehensive advising experience at all levels. A suggestion to have advising professionals in an advising center to provide entry level advising for new students, as a source for students with general questions and overall college inquiries. It was suggested that this service be offered in conjunction with faculty advising to provide students with valuable accurate campus and academic information.

Participants felt that faculty advising should be based on academic department in order to provide more specific, in-depth advising regarding programs of study and coursework, but advising is more than just academic. This shared model of advising would meet the needs of community college students and provide them opportunities to develop multiple connections on campus.

The findings in this study indicated a campus-wide disconnect regarding the mission and role of advising. The majority of faculty indicate that advising is a form of teaching or mentoring but too often students and college personnel link advising to registration activities and functions. When advising is considered scheduling, the purpose is diminished and faculty are alienated by the clerical process. Advisors function within diverse environments and face challenges to meet the changing needs of the students (Wallace, 2011). Advising programs should be correlated with the mission of the institution and that those who provide the advising should have a clearly defined mission that meets the needs of the students and institution Gordon et.al, 2000). Therefore the advising mission should incorporate the diverse needs of students. In order for this to occur the institution must be committed to creating a systematic plan for advising in order to provide services in an efficient manner to help improve student development, educational and career goals.

Since it is an expectation of faculty to provide advising, the institution should offer regular training sessions taught in a variety of ways. Workshops and training videos should be online and updated regularly. Along with advising skills, technological training regarding advising tools is necessary. Participants commented on their frustration with the advising tools currently available, It is recommended that the college invest in technology that make advising software readily available and easily accessible for both the faculty and the student population.

Other suggestions include:

- Faculty advising responsibilities should count toward workload responsibilities.
- Faculty should be rewarded and recognized for being excellent advisors as their efforts impact student retention.
- Faculty advising should count in the tenure application process.
- Given the technology available NECC needs to implement an online advising system to help faculty advisors reach students.
- The College has to improve technology in order to engage millennials and future generations.

Implications for Future Research

Student-faculty interactions at community colleges have been linked to improved student outcomes, including academic success, retention, satisfaction and degree completion (Cejda & Hoover, 2010; Deil-Amen, 2011). Data reveals that community college faculty teach close to half of all undergraduate students in the United States, but they remain under-researched. (American Association of Community Colleges, 2015; Snyder & Dillow, 2013, Townsend & Twombly, 2007) The findings in this study contribute primarily to advising research of how various factors influence the advising process from the perspective of the faculty at community colleges. It adds to the body of qualitative research on how perceptions of advising impact the overall the advising experience for faculty and highlights the importance of exploring how the advising process influences faculty and how they impact the advising process.

Recommendations for Future Research

This study focused on the perceptions that community college advisors have about the advising process. The research in this study was conducted within one community college

setting, which limited the generalizability of the study. However, the findings of this study provided a foundation for future research related to advising and provides insight into aspects of the advising process from the faculty perspective. With retention and student outcomes becoming a high priority, it is time to reconsider the faculty role in student support systems such as advising.

It is recommended that future research study the perceptions of faculty at multiple community colleges. A qualitative study multisite study in which faculty are interviewed at several community colleges to gather varied perceptions of advising would build on the limitation of the current study. Furthermore, more research is needed specifically on faculty at different institutional types including urban and rural community colleges. It is also recommended that a study be conducted that explores both the faculty and students they advise. Specifically, the faculty-student advising interactions focusing on the expectations of all institutional stakeholder in order to have a better sense of what it means to be a community college faculty advisor. Another recommendation for future research would be to explore the perceptions of faculty and college administration have within the same college. The findings in this study showed that the faculty held certain perceptions of the college's administration and perceived that the enrollment numbers of the college diminish the overall importance and minimize the difficulties associated with advising community college students. Future research could determine the extent those assumptions may or may not be true. Although this study was qualitative in nature, quantitative research in this area could be conducted in the future by using the findings to develop surveys to investigate perceived influences on the advising process on a wider scale from advisors, students, and administrators in other college settings.

Summary

Community colleges are appraising high impact initiatives to improve student success and retention (Arum & Roska, 2014). Advising is emerging as one of the most important programs for student success (O'Banion, 2013). The purpose of this study was to create an awareness of the faculty perception of advising and the obstacles they face as advisors. Knowledge of these problems allows for a systematic approach to solving issues that plague faculty advisors. Community colleges continue to look for new ways to serve their diverse student populations arrive on campus with various needs, educational goals and expectations. However, with decreasing budgets and dwindling state and federal funding, find institutions required to do more with less. The fiscal concerns of retention have shifted the community college emphasis from an open door policy to a completion agenda with a focus on retention and services such a remediation, orientation, and academic advising (Community College Student Engagement, 2012).

Two year institutions are challenged to serve the needs of their students more efficiently by updating and improving retention strategies and advising continues to be a key area. However, continued budget limitations have increased the need to do more with less. Faculty as advisors offers a cost effective way to increase the faculty-student connection. The economic climate in higher education today seems to indicate that faculty will continue to deliver advising (Wallace, 2011). Researchers have studied the important role advising has in retaining students and fostering interactions with faculty and staff outside of the classroom (Braxton & Mundy, 2002; Chen, n.d.; & McArthur, 2005). In order to create a faculty driven advising program, a paradigm shift is needed to reflect how closely aligned advising is related to teaching. Institutions need to do a better job at emphasizing e that faculty advising is a part of teaching

(Appleby, 2008). The influence of a good faculty advisor may make the difference between having a successful college experience or a negative one.

The results of this study provide an overview of community college faculty participants' perceptions with regard to academic advising. In the past, the success of a community college was defined by enrollment and thereby measured merely by access and registration. The global economy and tightening budgets have changed the measure of success which is now more closely related to completion and graduation rates (Dougherty & Reddy, 2013). In a time period when higher education is facing challenges both financially and philosophically effective advising is more important than ever. Advising will play a major role in this transition and therefore the perceptions of faculty are extremely important to improve student success.

References

ACT, Inc. (2006). Reading between the lines:What the ACT reveals about college readiness. Retrieved from http://achievethecore.org/content /upload/act_reading_between_the_lines_research_ela.pdf

ACT, Inc. (2010). What works in student retention? Iowa City, IA: ACT

Aiken-Wisniewski, S., Johnson, A., Larson, J., & Barkemeyer, J. (2015). A preliminary report of advisor perceptions of advising and of a profession. NACADA Journal, 35(2), 60–70.

Allard, F. L. & Parashar, S. (2013, August). Comparing undergraduate satisfaction with faculty and professional advisers: A multi-method approach. *The Mentor.* Retrieved from https://dus.psu.edu/mentor/2013/08/comparing -satisfaction-faculty-professional-advisers/

Allen, H., Corriero, J., & Baldwin, S. (2010). coordinated academic advising: Key to success for education majors. Retrieved from https://dus.psu.edu/mentor/old/articles/ 100224 ha.htm

Allen, J. M. & Smith, C. L. (2008). Faculty and student perspectives on advising: Implications for student dissatisfaction. *Journal of College Student Development, 49 (6). 609-624.* Retrieved from http://muse.jhu.edu.ezproxy.library. drexel.edu/journals/journal_ofcollege_student_ development/v049/49.6.

Allen, J. M. & Smith, C. L.(2008). Importance of, responsibility for, and satisfaction with academic advising: A faculty perspective. *Journal of College Student Development* 49(5), 397-411. The Johns Hopkins University Press. Retrieved April 27, 2016, from Project MUSE database

American Association of Community Colleges. (2012). Reclaiming the American dream: report from the 21st-Century Commission on the Future of Community Colleges. Washington, D.C.: Retrieved from http://www.aacc.nche.edu/21stCenturyReport

American Association of Community Colleges. (2015). *AACC fact sheet.* Washington: DC. Retrieved from: http://www.aacc.nche.edu/AboutCC/Pages/fastfactsfactsheet.aspx

Anderson, W., Motto, J.S., & Boudreaux, R. (2014). *Getting what they want: Aligning student expectation with perceived advisor behavior.* Retrieved from ERIC database. (ED 360020).

Andrews, T (2012). What is social constructivism? Retrieved from http://groundedtheoryreview.com/2012/06/01/what-is-social-constructionism

Angen, M.J. (2000). Evaluating interpretive inquiry: Reviewing the validity debate and opening the dialague. *Qualittative Health Research. 10.(3). 378-395*

Appleby, D. C., (2008). Advising as teaching and learning. In V. Gordon, W. R. Habley, & T. J. Grites (Eds.), Academic advising: A comprehensive handbook. (pp. 85-102). Manhattan, KS: Jossey-Bass

Arnold, J. (2000). Student retention: Why do we keep losing them? *Thought & Action* 16(1), 13-138

Arum, R., & Roksa, J. (2014). Let's ask more of our students-and of ourselves. The Chronicle of Higher Education. Retrieved from http://chronicle.com

Astin, A. (1993). *What matters most in college? Four critical years revisited.* San Francisco, CA: Jossey-Bass.

Association of American Colleges and Universities. (2007).What is a 21st century liberal education. Retrieved from https://www.aacu.org/leap/what-is-a-liberal-education

Bailey, T. (2011). Community college research agenda. Retrieved from http://www.tc.columbia.edu/articles/2011/november/thomas-bailey-and-the-community-college-research-agenda/

Bailey, T., Alfonso, M., Calcagno, J.C., Jenkins, D., Kienzl, G., & Leinbach, T. (2004). Improving student attainment in community colleges: Institutional characteristics and policies. Retrieved from http://intranet.niacc.edu/pres_copy(1)/ILC/Improving%20Student%20 Attainment%20in%20Community%20Colleges%20-%20

Bailey, T., Jeong, D. W., & Cho, S.-W. (2010). Referral, enrollment, and completion in developmental sequences in community colleges. Economics of Education Review, 29, 255–270.

Bailey, T., Jaggars, S.S., Scott-Clayton, J. (2013). Characterizing the effectiveness of developmental education:A response to recent criticism. *Journal of Developmental Education,36 (3).18.*

Bailey, T. R., Jaggars, S. S., & Jenkins, D. (2015). Redesigning America's community colleges: A clearer path to student success. Cambridge, MA: Harvard University Press

Baker, V. L. & Griffin, K. A. (2010). Beyond mentoring and advising: Toward understanding the role of faculty "developers" in student success. About Campus (January-February). Wiley InterScience (www.interscience.wiley.com): American College Personnel Association. DOI: 10.1002/abc.20002

Baldwin, C. (2014, March). Open access and the community college agenda: Are they compatible? Perspectives: Community College Leadership for the 21st Century Big Rapids, MI: State University Alliance for Community College Excellence in Practice

Barker, V .L. & Griffin, K. A. (2010). Beyond Mentoring and Advising: Toward understanding the role of faculty "developers" in student success. *About Campus, January-February,*2-8. doi: 10.1002/abc.20002

Bean, J. P. (2001). College student retention –Defining student retention, a profile of successful institutions and students, theories of student departure. Retrieved from http://education.stateuniversity.com/pages/1863/College-Student-Retention.html

Berger, N. & Fisher, P. (2013). A well-educated workforce is key to state prosperity. Retrieved from http://www.epi.org/publication/states-education-productivity -growth-foundations/

Bernard, H. R. (2002). Research methods in anthropology: Qualitative and quantitative approaches (3rd ed.). Walnut Creek, CA: Alta Mira Press

Bloom, J. L., Hutson, B., & He, Y. (2008). *The appreciative advising revolution.* Greensboro, SC: Stipes Publishing, L.L.C.

Board, J. (n.d.) Community colleges - The history of community colleges, the junior college and the research university: The community college mission .Retrieved from http://education.stateuniversity.com/pages/1873/Community-Colleges.html

Boylan, H. R. & Saxon, P. D. (2005). What works in remediation: lessons from 30 years of research. Retrieved June 30, 2013, from http://www.scribd.com/doc/36353418/BoylanWhat-Works-In-Developmental-Education

Braxton, J. M. (2000). *Reworking the student departure puzzle.* Nashville, TN: Vanderbilt University Press.

Braxton, J.M., & Mundy, M.E. (2002). Powerful institutional levers to reduce college student departure. Journal of College Student Retention Research, Theory & Practice, 3(1), 91-11

Braxton, J., Vesper, N., & Hossler, D. (1995). Expectations for College and Student Persistence. *Research in Higher Education, 36*(5), 595-612. Retrieved from http://www.jstor.org/stable/40196256

Bromberg, M. & Theokas, C. (2016). Meandering toward graduation: Transcript outcomes of high school graduates. Retrieved from https://edtrust.org/resource/meandering-toward-graduation/

Brown, T. (2008). Critical concepts in advisor training and development. In V. Gordon, W. R. Habley, & T. J. Grites (Eds.), Academic advising: A comprehensive handbook. (pp. 309-322). Manhattan, KS: Jossey-Bass.

Brown, T., King, M. C., & Stanley, P. (2011). Fulfilling the promise of the community college. AACC and the National Resource Center for the First Year Experience and Students in Transition Publication. Washington, DC.

Cabrera, A.F., Castaneda, M.B., Nora, A., & Hengstler, D. (1992). The convergence between two theories of college persistence. *The Journal of Higher Education, 3(1). 143-164.*

Campbell, S.M., & Nutt C. L. (2008) Academic Advising in the New Global Century: Supporting Student Engagement and Learning Outcomes Achievement. Retrieved from www.aacu.org/publications-research/periodicals/academic-advisingglobal-Century-supporting-student-engagement

Carey, S. J. (2008). *Peer Review, 10*(1), N.P. Retrieved from http://findarticles.com/p/articles/mi_qa4115/is_200801/ai_n25502245

Carnevale, A. P., Smith, N., & Strohl, J. (2013). Recovery: Job growth and education requirements through 2020. Washington, DC: Georgetown Center on Education and the Workforce. Retrieved from https://cew.georgetown.edu/wp-content-uploads

2014/11/Recovery 2020.FR_.Web_.pdf

Cejda, B. D., & Hoover, R. E. (2010). Strategies for faculty-student engagement: How community college faculty engage Latino students. Journal of College Student Retention: Research, Theory and Practice, 12(2), 135-153.

Center for Community College Student Engagement. (2009). Making connections: Dimensions of student engagement (2009 CCSSE findings). Austin, TX: The University of Texas at Austin, Community College Leadership Program.

Center for Community College Student Engagement (2014). *Characteristics of community college students.* Retrieved from http://www.ccsse.org/docs/ HIP_StudentCharacteristics.pdf.

Center for Community College Student Engagement. (2014). A matter of degrees: Practices to pathways (High-impact practices for community college student success). Retrieved from https://www.ccsse.org/docs/Matter_of_Degrees_3

Center for Community College Student Engagement, CCCSE (2016). Expectations meet reality: A community college report. Retrieved from https://www. .ccsse.org/docs/Underprepared_Student.pd

Chan, Z. C. Y., Fung, Y. L., & Chien, W. T. (2013). Bracketing in phenomenology: only undertaken in the data collection and analysis process? The Qualitative Report, 18(59), 1-9. Retrieved from http://www.nova.edu/ssss/QR/QR18/chan59.pdf

Chapman, C., Laird, J., Ifill, N., & Kewal-Ramani, A. (2011). Trends in High School Dropout and Completion Rates in the United States: 1972–2009 (NCES 2012-006). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from http://nces.ed.gov/pubsearch.

Chen, G. (2015). The catch-22 of community college graduation rates. Retrieved from http://www.communitycollegereview.com/blog/the-catch-22-of-community-college-graduation-rates

Chickering, A. W. (1994). Empowering lifelong self-development. NACADA Journal, 14(2), 50-53.

Chickering, A.W. & Gamson, Z.F. (1987). Seven Principles for Good Practice in Undergraduate Education . Retrieved from https://scholar.vt.edu/access/content/user/adevansPublic/DVD Portfolio

Cohen, A. M., & Brawer, F. B. (2003). The American community college (4th ed.). San Francisco, CA: Jossey-Bass.

Cohen, A. M., Brawer, F. B., & Kisker, C. B. (2014). The American community college. (6th ed.) San Francisco, CA: Jossey-Bass.

Collier, P., & Morgan, D. (2008). 'Is that paper really due today?": Differences in first generation and traditional college students' understandings of faculty expectations. *Higher Education 55*(4), 425-446

Community College Student Engagement. (2012). A matter of degrees: Promising practices for community college student success. Retrieved from http://www.ccsse.org/docs/matter_of_degrees.pdf

Commit to Complete (2015). So why do college kids drop out? Retrieved from http://www.cccompletioncorps.org/

Cook, S. (2009). Important events in the development of academic advising in the United States.Nacada Journal, 29(2), 18-40. Retrieved from http://www.nacada.ksu.edu/ Resources/Clearinghouse/View-Articles/Implications -of-advising-personnel-

of-undergraduates-2011-National-Survey

Cook, L. (2014). Is the college admission bubble about to burst? *U.S. News & World Report.* Retrieved from http://www.usnews.com/news/blogs data-mine/2014/09/22/is-the-college-admissions-bubble-about-to-burst

Cooper, M. (n.d.) Student support services at community colleges: A strategy for increasing student persistence and attainment. Retrieved from http://www2.ed.gov/PDFDocs/college-completion/04-student-support-services-at-community-colleges.pdf

Creamer, E.G., & Scott, D.W. (2000). Assessing individual advisor effectiveness. In V.N. Gordon & W.R. Habley (Eds.), *Academic advising: A comprehensive handbook.* San Francisco, CA: Jossey-Bass.

Creswell, J. W. (2003). Research design: Qualitative, quantitative, and mixed methods approaches (2nd ed.). Thousand Oaks, CA: Sage. Retrieved from http://www.sagepub.com/upm-data/10981_Chapter_1.pdf

Creswell, J. W. (2007). Research design: Choosing among five approaches. (3rd ed.). Thousand Oaks, CA: Sage Publications

Creswell, J. W. (2009) Research design: Qualitative, Quantitative, and Mixed Methods Approaches. Thousand Oaks, CA: Sage Publications

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th). Upper Saddle River, NJ: Pearson Education

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches. (4th ed.). Thousand Oaks, CA: Sage

Creswell, J., & Plano-Clark, V. L. (2010). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.

Crissman-Ishler, J.L. & Upcraft, M.L. (n.d.) The keys to first-year student persistence. Retrieved from https://www.ncsu.edu/uap/transition _taskforce/documents/ The Keys to First-Year Student Persistence.pdf

Crockett, D.S. (n.d). Modes and models: Designing and implementing a successful academic Advising program. Retrieved from http://www.dixie.edu/reg/SEM /D'Crockett Modes and Models.pdf

Cuseo, J. (2003). Assessment of academic advisors and academic advising programs. Retrieved from http://www.nacada.ksu.edu/Clearinghouse/Links/assessment.htm

Cuseo, J. (2008). Assessing advisor effectiveness. In V. N. Gordon, W. R. Habley, T. J. Grites, & Associates (Eds.), Academic advising: A comprehensive handbook (2nd ed., pp. 369-385). San Francisco, CA: Jossey-Bass.

Cuseo, J. (n.d.). Faculty-student contact outside the classroom: Supporting evidence & promoting practices. Retrieved from http://www.uwc.edu/administration/ academic-affairs/esfV/cuseo/

Darby-Hudgens, F. (2012). Maintaining a mission: The history of community colleges in the United States. Retrieved from www.commons.trincoll.edu/edreform/2012/04 Maintaining-a-mission-the-history-of-community=colleges-in-the-united-states/

Dassance, C. R. (2011). The next community college movement? New Directions for Community Colleges, 2011(156), 31–39

DeAvila, J. (2011). Most 2 year students quit. *The Wall Street Journal.* Retrieved from http://www.wsj.com/articles/SB10001424052970204531404577050312906220 57g

Debate, K.A. (2010). *Community college faculty perceptions and behaviors related to academic advising.* Retrieved from ProQuest database. doi 760072040

Deil-Amen, R. (2011). Socio-academic integrative moments: Rethinking academic and social integration among two-year college students in career-related programs. The Journal of Higher Education, 82(1), 54-91.

Demetriou, C. (2005). Beyond Student Satisfaction Surveys: Designing a Student Focus Group to Assess Academic Advising. The Mentor: An Academic Advising Journal. Retrieved August 31, 2010, from http://www.psu.edu/dus/mentor/050211cd.htm

Demetriou, C. & Schmitz-Sciborski, A. (2011). Integration, motivation, strengths and optimism: Retention theories past, present and future. Retrieved from https://studentsuccess.unc.edu/files/2012/11/Demetriou-and-Schmitz-Sciborski.pdf

Dillon, R. K., & Fisher, B. J. (2000). Faculty as part of the advising equation: An inquiry into faculty viewpoints on advising.*NACADA Journal, 20*(1), 16–23

Dougherty, K., & Reddy, V., (2011). The impacts of state performance funding systems on higher education institutions: Research literature review and policy recommendations. (Working paper). New York, NY: Community College Research Center, Teachers College, Columbia University.

Dougherty, K.J. & Reddy, V. (2013). "Performance Funding for Higher Education: What Are the Mechanisms? What Are the Impacts?" ASHE Higher Education Report, Volume 39, Number 2. Wiley.

Drake, J. K. (2008). Recognition and reward for academic advising in theory and in practice. In V. N. Gordon, W. R. Habley, T. J. Grites, & Associates (Eds.), Academic advising: A comprehensive handbook, (2nd ed., pp. 396-412). San Francisco, CA: Jossey-Bass.

Drake, J. K. (2011). The role of academic advising in student retention and persistence. About Campus, 16(3), 8-12.

Drake, J., K., Jordan, P., & Miller, M.A. (2013). *Academic advising approaches: Strategies that teach students to make the most of college.* San Francisco, CA: Jossey-Bass.

Dunham, R. (2010, August 9). Full text of President Obama's speech in Austin. Houston Chronicle. Retrieved from http://blog.chron.com/txpotomac/2010/08/full -text-of president-Obama's-speech-in-Austin/

Duncan, A. (2017). Educational equality and excellence will drive a stronger economy. Retrieved from https://docs.google.com/document/d/1Nh_Z6aWaydzQxlH77B

Dwyer, C.A., Millett, C.M., & Payne, D.G. (2006). A culture of evidence: Postsecondary assessment and learning outcomes. Retrieved from https://pdfs.semanticscholar.org/df21/434e9f3b05c8e85fceca7a482d0ed8b4cd9b.pd

Earle, W.R. (n.d). Intrusive advising for freshman. *NACADA Clearinghouse.* Retrieved from http://www.nacada.ksu.edu/Resources/View-Article/Intrusive-Advising-for-Freshman. aspx

Edwards, T. (2007). Practice what we preach: Advising and the hiring process. Academic Advising Today, 30(1). Retrieved from http://www.nacada.ksu.edu/ Resources/Academic-Advising-Today/View-Articles/Practice-What-We-Preach-Advising-and-the-Hiring-Process.aspx

Engle, J., & Tinto, V. (2008). Moving beyond access: College success for low-income, first-generation students. Washington, DC: The Pell Institute for the Study of Opportunity in Higher Education

Erickson, L.V. (2012). *Faculty attitudes toward, confidence in, and barriers to undergraduate student advising at Idaho State University*. (Doctoral dissertation). Retrieved from ProQuest database. (1039536671).

Fain, P. (2014). Open access and inequity. *Inside Higher Ed.* Retrieved from https://www.insidehighered/news/2014/06/17/new-book-says-community-colleges-should-tighten-their--policies

Farley, M. (1994). The changing student-campus relationship: In loco parentis. *Journal of The Indiana University Personnel Association*, 22-24.

Fletcher, L.A. & Carter, C. V. (2010). *The important role of community colleges in undergraduate education.* Retrieved from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC 2995748/

Fosnacht, K., McCormick, A.C., Nailos, J., & Ribera, A.K. (2015). Seeking Advice: An exploratory analysis of how often first-year students meet with advisors Retrieved from http://nsse.indiana.edu/pdf/presentations/2015/AERA_2015_Fosnacht_paper.pdf

Frost, S.H (1991). *Academic advising for student success: A system of shared responsibility*. Washington, DC:Jossey-Bass

Fuchs, D. (2012). *Improving faculty advising.* Academic Impressions. Retrieved from http://www.academicimpressions.com/news/improving-faculty-advising

Gabbard, A., & Mupinga, D. M. (2013). Balancing open access with academic standards: Implications for community college faculty. Community College Journal of Research and Practice, 37, 374–381.

Gale, N. K., Heath, G., Cameron, E., Rashid, S., & Redwood, S. (2013). Using the framework method for the analysis of qualitative data in multi-disciplinary health research. BMC Medical Research Methodology, 13, 117. http://doi.org/10.1186/1471-2288-13-117

Gall, M. D., Gall, J. P., & Borg, W. R. (2003). Educational research: An introduction (7th ed.). White Plains, NY: Longman.

Gardenhire-Crooks, A., Collado, H., & Ray, B. (2006). A whole 'nother world: Students navigating community college. Oakland, CA: MDRC

Garza, E., & Randall B. (2014) The impact of a first year development course on student success in a community college: An empirical investigation. A*merican Journal of Educational Research.* Retrieved from http://pubs.sciepub.com/education/2/6/13/#

Glennen, R. E. (2003). The importance of faculty advising: A CEO and CAO perspective. In G. L. Kramer (Ed.). Faculty advising examined: Enhancing the potential of college faculty as advisors (pp. 40-54). Bolton, MA: Anker.

Glennen, R. E, Farren, P. J., & Vowell, F. N. (1996). How advising and retention of Students improves fiscal stability. NACADA Journal, 16(1), 38-41.

Goldrick-Rab, S. (2014). Paying the Price. Chicago, Illonois: The University of Chicago Press.

Gordon, V., N. (2007) *The undecided college student: An academic and career advising challenge.* Springfield, IL: Charles C. Thomas Publisher, LTD.

Gordon, V. N., & Habley, W. R. (Eds.). (2000). Academic advising: A comprehensive handbook (1st edition). San Francisco, CA: Jossey-Bass

Gordon, V.N., Habley, W.R. & Grites, T.J. (2008). Academic advising: a comprehensive handbook. (2nd edition). San Francisco, CA: Jossey-Bass.

Grites, T.J., (1978). Training the academic advisor. In D.S. Crockett(ed). Academic advising: a resources document. Iowa City, Iowa: American College Testing Program.

Grites, T. J., Gordon, V. N., & Habley, W. R. (2008). Perspectives on the future of Academic advising. In V. N. Gordon, W. R. Habley, T. J. Grites & Associates (Eds.), Academic advising: A comprehensive handbook (2nd ed., pp. 456-471). San Francisco, CA: Jossey-Bass

Groenewald, T. (2004). A phenomenological research design illustrated. International Journal of Qualitative Methods, 3(1). Article 4. Retrieved [INSERT DATE] from http://www.ualberta.ca/~iiqm/back issues/3_1/pdf/groenewald.pdf

Habley, W., R. (*1997*) Organizational models and institutional advising practices. *NACA Journal*: September 1997, Vol. 17, (2), 39-44. doi 10. 12930/027-9517-17.2.39

Habley, W. R. (2003). Faculty advising: Practice and promise. In G. L. Kramer (Ed.), *Faculty advising examined: Enhancing the potential of college faculty as advisors* (pp. 23–29). Boston, MA: Anker.

Habley, W. R. (2004). *The status of academic advising: Findings from the ACT sixth annual survey.* (NACADA Monograph Series No. 10). Manhattan, KS: National Academic Advising Association.

Habley, W.R. (2010) What works in student retention? Retrieved from http://www.act.org/content/dam/act/unsecured/documents/Retention-AllInstitutions.pd

Habley, W.R., Bloom, J.L., & Robbins, S. (2012). *Increasing persistence: Research based Strategies for college student success.* San Francisco, CA: Jossey Bass.

Habley, W. R., & Gordon, V. N. (2008). *Academic advising: A comprehensive handbook*. San Francisco, CA: Jossey-Bass.

Habley, W. R., & Morales, R. H. (1998). Current practices in academic advising: Final report on ACT's fifth national survey of academic advising (NACADA Monograph Series, No. 6). Manhattan, KS: National Academic Advising Association

Hagedorn, L.S. (2005) How to define retention: A new look at an old problem. *College Student Retention*, 89-105. Westport, CT: Praeger Publishers

Hasty, B. (2012) *Faculty experiences with academic advising at 15 community colleges.* (Doctoral dissertation). Retrieved from ProQuest database. (3512961).

Harnisch, T. L. (2011). Performance-based funding: A re-emerging strategy in public higher education financing. Retrieved from http://www.aascu.org/uploadedFiles/AASCU/Content/Root/Policy And Advocacy/Policy/Publications/Performance_Funding_AAU_June2011.pdf

Hays, D. G., & Singh, A. A. (2012). Qualitative inquiry in clinical and educational settings. New York, NY: Guilford Press.

Hearn, J.C. (2015). Outcomes-based finding in historical comparitive and context, Retrieved from https://www.luminafoundation.org/files/resources/hearn-obf-full.pdf

Humphreys, D. (2012). What 's wrong with the completion agenda —and what we can do about it. Liberal Education, 98(1). Retrieved from http://www.aacu.org/liberaleducation/le-wi12/humphreys.cfm

Hunter, M.S., & White, E.R. (2004, March-April).Could fixing academic advising fix higher education? *About Campus* 20-25. Retrieved from http://www.nacada.ksu.edu /Resources/Clearinghouse/View-Articles/Integrating-career-and-academic-

advising.aspx#sthash.lGd7xhym.dpuf

Hutto, P. N. (2015). The relationship between student retention in community college and faculty employment status. *Community College Journal of Research and Practice.* doi: 10.1080/10668926.2015.1069227

Jaggars, S. S., & Xu, D. (2011). *Community college faq's.* Community College Research Center. Retrieved from http://ccrc.tc.columbia.edu/Community-College-FAQs.html

Jaschik, S. (2013). Motivation and student success. Retrieved from https://www.insidehighered.com/news/2013/04/25/new-study-links-student-motivations-going-college-their-success

Jenkins, D. (2014). Redesigning community colleges for student success:Overview of the guided pathways approach. Retrieved from https://www.irsc.edu/uploadedFiles Faculty Staff/Redesigning-Community-Colleges-For-Student-Success.pdf

Jenkins, D. & Cho, S.W. (2014). Get with the program...and finish it: Building guided pathways to accelerate student completion. Community College Research Center. Retrieved from http://www.wsac.wa.gov/sites/default/files/2014.ptw.(24).pdf

Jenkins, D. & Trimble, M.J. (2011). Charting pathways to completion for low-income community college students. Retrieved from http://ccrc.tc.columbia.edu/publications /charting-pathways-to-completion.html

Juszkiewicz, J. (2016). Trends in Community College Enrollment and Completion Data, Washington, DC: American Association of Community Colleges. Retrieved from http://www.aacc.nche.edu/Publications/Reports/Documents/Trends_CC_Enrollment_Final2016.pdf

Kalinowski, E. (2016). Proactive advising for first-generation students: Suggestions for practice. Retrieved from https://dus.psu.edu/mentor/2016/0/proactive-advisng-first -generation-students/

Kanter, M. J. (2011). American higher education: "First in the world". Retrieved from http://www.changemag.org/archives/back%20issues/2011/may-june%202011/first-in-world-full.html

Kelly, R. (2013). Making academic advising an institutional priority. *Faculty Focus.* Retrieved from http://www.facultyfocus.com/articles/academic-leadership/ /making-academic -Advising-an-institutional-priority/#sthassh.qfwYveR.dpuf

Kennemer, C. & Hurt, B. (2013). Faculty advising. NACADA Clearinghouse of Academic Advising Resources. Retrieved from www.nacada.ksu.edu/Resources/ Clearinghouse/View-Articles/Faculty-advising.aspx

Keup, J. R., & Stolzenberg, E. B. (2004). The 2003 Your First College Year (YFCY) Survey: Exploring the Academic and Personal Experiences of First-Year Students (Monograph No. 40). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Kim, Y. K. & Sax, L.J. (2009). Student-faculty interaction in research universities: Differences by student gender, race, social class, and first-generation status. Retrieved from https://www.chapman.edu/students/services/housing-and-residence/_ files/housing-pdfs/kim-sax-2009.pdf

King, M. C. (1993). Academic Advising, Retention, and Transfer. *New Directions for Community Colleges,* 82, 21-32.

King, M. (2002). Two year college advising. *Clearinghouse Academic Advising Resources*, 23-25.

King, M.C. (2005). Developmental academic advising. *NACADA Clearinghouse.* Retrieved From http://www. nacada.ksu.edu/Resources/clearinghouse/View-Articles/Developmental-Academic-Advising.aspx

Kirsch, I., Braun, H. Yamamoto, K., & Sum, A. (2007). America's perfect storm:three forces changing our nation's future. Retrieved from http://www.ets.org/Media/Research/pdf/PICSTORM.pdf

Kolenovic, Z., Linderman, D., & Karp, M. M. (2013). Improving Student Outcomes via Comprehensive Supports: Three-Year Outcomes From CUNY's Accelerated Study in Associate Programs (ASAP). *Community College Review, 41*(4), 271–291

Kolodner, M. (2015). Why are graduation rates at community colleges so low? Retrieved from http://hechingerreport.org/new-book-addresses-low-community-college-graduation-rates/

Komarraju, M., Musulkin, S., & Bhattacharya, G. (2010). Role of student–faculty interactions in developing college students' academic self-concept, motivation, and achievement. Journal of College Student Development, 51(3), 332-342. doi:10.1353/csd.0.0137

Koring, H. (2005). Advisor training and development. Retrieved from http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Training-Development.aspx

Krush, J.M. & Winn, S. (2010). Professional advisors and faculty advisors: A shared goal of student success. *Academic Advising Today, 33 (4).* Retrieved from http://www. nacadea.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Professional-

Advisors-and-Faculty-Advisors-A-Shared-Goal-of-Student-Success.aspx

Kuh, G. D. (2008). Advising for student success. In V. N. Gordon, W. R. Habley, T. J. Grites, & Associates (Eds.), Academic advising: A comprehensive handbook (2nd ed., pp. 68-84). San Francisco, CA: Jossey-Bass

Kuhn, T. L. (2008). Historical foundations of academic advising. In V. N. Gordon, W. R. Habley, T. J. Grites, & Associates, Academic advising: A comprehensive handbook (2nd ed., pp. 3-16). San Francisco, CA: Jossey-Bass.

Law, B. (2014) Strategies to improve student retention, success. Retrieved from http://www.ccdaily.com/Pages/Campus-Issues/Strategies-to-improve-student-retention.aspx

Lee, P. (2011). The curious life of *in loco parentis* in American universities. Retrieved from https://scholar.harvard.edu/files/philip_lee/files/vol8lee.pdf

Lee, J. M., Edwards, K., Menson, R., & Rawls, A. (2011). The college completion agenda 2011 progress report. The College Board. Retrieved from http://advocacy.collegeboard.org/sites/default/files/Progress_Report_2011.pdf

Levin, J. S., Kater, S., & Wagoner, R. L. (2006). *Community college faculty: At work in the new economy.* New York: Palgrave MacMillan.

Light, R. (2001). *Making the most of college.* Cambridge: Harvard University Press.

Lincoln, Y. S., & Guba, E. G. (1986). But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. In D. D. Williams (Ed.), Naturalistic evaluation (pp. 73–84). San Francisco: Jossey-Bass.

Lowenstein, M. (2005). If advising is teaching, what do advisors teach? *NACADA Journal*, Fall 65-73.

Lumina Foundation (2014). A stronger nation. Retrieve d from https://www.luminafoundation.org/files/resources/a-stronger-nation-through-higher-education-2014.pdf

Lynch, M.L., (2004) A Survey of Undergraduate Student Reactions to Academic Advising. NACADA Journal: Spring-Fall, Vol. 24, No. 1-2, pp. 62-74. Doi: **doi:** http://dx.doi.org/10.12930/0271-9517-24.1-2.62

McArthur, R. (2005). Faculty-based advising: An important factor in community college retention. Community College Review, 32(4), 1-19.

McCellan, J.L. (2014). Developing trusting relationships in academic advising: A review of the literature with recommendations for practices. *The Mentor: an academic advising journal.* Retrieved from https://dus.psu.edu/mentor/2014/11/developing-trusting-relationships-academic-advising-lit-review/

McCleaf, K.J. (2012, March). Improving our advisees' cultural capital. *Academic Advising Today, 35*(1). Retrieved from https://www.nacada.ksu.edu/Resources Academic-Advising-Today/View-Articles/Improving-Our-Advisees-Cultural-Capital.aspx

McDonald, R.C. (2005). Faculty -based advising: An important factor in community college retention. *Community College Review,* 32 (4), 1-19.

McFarlane, B. (200). Advising and student persistence: The pressure rises. Academic Advising Today, 32(1). Retrieved from http://www.nacada.ksu.edu/Resources/ Academic-Advising-Today/View-Articles/Advising-and-Student-Persistence-The-Pressure-Rises.aspx

McLendon, M.K. & Hearn, J.C. (2013). "The Resurgent Interest in Performance-Based Funding for Higher Education. Academe, 99(6), 25-30

Macaruso, V. (2007). From the co-editors: Brief report on the NACADA Commission on the assessment of advising 2004 survey results. *NACADA Journal*, *27*(1), 3-8.

Martin, K. (2004). Academic advising: Responding from an administrative perspective. *Advising Today*, 27, 1–2.

Merriam, S. (2009). Qualitative research: A guide to design and implementation. San Francisco, CA: Jossey-Bass.

Miller. M., (2012). Interpreting the CAS advising standards. Retrieved from https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Interpreting-the-CAS-Advising-Standards.aspx

Miller, M.A. & Murray, C. (2005).Advising academically underprepared students. Retrieved from http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Article

s/Academically-underprepared-students.aspx

Molina, A., & Abelman, R. (2000). Style over substance in interventions f (201or at-risk students: The impact of intrusiveness. *NACADA Journal, 20*(2), 5–15

Morse, J. M., & Richards, L. (2002). Readme first for a user's guide to qualitative methods. Thousand Oaks, CA: Sage. Munhall, P. L.

Mottarella, K. E., Fritzsche, B. A., & Cerabino, K. C. (2004). What do students want in advising? A policy capturing study. NACADA Journal 24(1 & 2), 48–61.

Moustakas, C. (1994). Phenomenological research methods. Thousand Oaks, CA: Sage Publishing.

Mullin, C. M. (2010). Rebalancing the mission: The community college completion challenge (Policy Brief 2010-02PBL). Washington, DC: American Association of Community Colleges. Retrieved from http://www.aacc.nche.edu/Publications/Briefs/Documents/rebalancing_06152010.pdf

National Academic Advising Association. (2008) NACADA statement of core values of academic advising. *NACADA Clearinghouse.* Retrieved from http://www. nacadea.ksu.edu/Resources/Clearinghouse/View-Articles/Core-values-of- academic-advising

National Academic Advising Association (2014). About us. Retrieved from http://www.nacada.ksu.edu/About-Us/Vision-and-Mission.aspx

National Center for Education Statistics. (2015). Remedial education at degree-granting postsecondary institutions in fall, 2000. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

National Educators Association (2016). Legal issues surrounding union representation and collective bargaining. Retrieved from http://www.nea.org/home/35273.htm

National Survey of Student Engagement (2014). Bringing the institution into focus: Annual results 2014. Bloomington, IN: Indiana University Center for Postsecondary Research

Noel, L. (1978). Reducing the dropout rate. Retrieved from http://www.nacadea.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-and-Retention.aspx#shashr XHNLOFO.dpuf.aspx

Noel-Levitz. (2011). National student satisfaction and priorities report: Four-year public colleges and universities-Form A. Retrieved from www.noellevitz.com

Nutt, C. L. (2003). Academic advising and student retention and persistence. *NACADA Clearinghouse of Academic Advising Resources Web site.* Retrieved from http://www.nacada.ksu.edu/tabid/3318/articleType/ArticleView/article/6336/article

O'Banion, T. (2013). Academic advising: The key to student success. Washington, DC: Community College Press.

O'Brian-Mcelwee. (2013). Teaching and advising first year students. Retrieved from https://www.psychologicalscience.org/observer/teaching-and-advising-first-year-students#.WRUoo4jytao

Orszag, P. (2013). The diploma gap between rich and poor. Retrieved from https://www.bloomberg.com/view/articles/2013-03-05/the-diploma-gap-between-rich-and-poor.

Palys, T. (2008). Purposive sampling. In L. M. Given (Ed.) The Sage Encyclopedia of Qualitative Research Methods. (Vol.2). Sage: Los Angeles, pp. 697-8.

Pascarella, E., & Terenzini, P. (1991). *How college affects students. Findings and insights fr*om *twenty years of rese*arch. San Francisco, CA: Jossey Bass.

Pascarella, E. T., & Terenzini, P. T. (2005). How college affects students: A third decade of research (Vol. 2). San Francisco, CA: Jossey-Bass

Pascarella, E. T., Wolniak, G. C., & Pierson, C. T. (2003). Influences on community college students' educational plans. Research in Higher Education, 44(3), 301-314

Patton, M. Q. (2002). Qualitative research and evaluation methods (3rd ed.). Thousand Oaks, CA: Sage

Patton, M.Q. (2010). Utilization-focused evaluation. Retrieved from https://www.researchgate.net/profile/Michael_Patton4/publication/225981411_Utilizatio

n-Focused_Evaluation_Checklist/links/54f4678e0cf299c8d9e74712/Utilization-Focused-Evaluation-Checklist.pdf

Pattengale, J. (2010). What faculty members need to know about retention. Retrieved from http://www.baylor.edu/content/services/document.php/231350.pdf

Perna, L. (2015). Improving college access and completion for low-income and first-generation students: The role of college access and success programs. Retrieved from http://edworkforce .house.govuploadedfiles/testimony_perna.pdf

Perna, L. W., & Jones, A. (Eds., 2013). The state of college access and completion: Improving college success for students from underrepresented groups. New York, NY: Routledge

Philippe, K.A., & Patton, M. (2000). National profile of community colleges: Trends & statistics. *American Association of Community Colleges. Retrieved from ERIC database. (ED 440 671)*

Powers, K.L., Carlstrom, A.H., & Hughey, K.F. (2014). Academic Advising Assessment Practices: Results of a National Survey. NACADA Journal, 34 (1), 64-77. doi: http://dx.doi.org/10.12930/NACADA-13-003

Priest, R. & McPhee, S. A. (2000). Advising multicultural students. In V. N. Gordon, R. H. Wesley, & Associates (Eds.), Academic Advising: A Comprehensive Handbook. San Francisco: Jossey-Bass

Pusser, B., & Levin, J. (2009) Re-imagining community colleges in the 21st century. Retrieved from https://docs.google.com/document/d/1Nh_Z6aWaydzQxlH77B46HSME_-bMU9ZRpq38dnMHoh8/edit#

Radford, A.W., Berkner, L., Wheeless, S.C., & Shepherd, B. (2010). Persistence and attainment of 2003– 04 beginning postsecondary students: After 6 years (NCES 2011-151). U.S.

Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from http://nces.ed.gov/pubsearch

Raisman, N. (2008). The Power of Retention. Why do students transfer from your institution, and what can you do to make them stay? Retrieved from https://www.universitybusiness.com/ article/power-retention

Ratcliff, J. L. (n.d.) Community colleges, the history of community colleges, the junior college and the research university, the community college mission. Retrieved from http://education.stateuniversity.com/pages/1873/Community-Colleges.html

Rubin, H. J., & Rubin, I. S. (2012). Qualitative interviewing: The art of hearing data. Thousand Oaks, CA: Sage Publications

Russell, A. (2011) A guide to major U.S. college completion initiatives. Retrieved from http://www.aascu.org/policy/publications/policymatters/2011/collegecompletion.pdf

Ryan, G.W. & Bernard, H.R. (n.d.) Techniques to identify themes in qualitative data. Retrieved from http://www.analytictech.com/mb870 /readings/ryan-bernard_techniques_to_identify_themes_in.htm

Sarma, R. (2012). Research: In a methodological frame. *Journal of Arts, Science and Commerce. Vol 3 (1), 100 - 106.* Retrieved from http://www.researchersworld.com /vol3/issue3/vol3_issue3_1/Paper_13.pdf

Scotland, J. (2012). Exploring the philosophical underpinnings of research:Relating Ontology, Epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. doi:10.5539/elt.v5n9p9. Retrieved from http://dx.doi.org/10.5539/elt.v5n9p9

Schneider, M., & Yin, L. (2011). The hidden costs of community colleges. Washington, DC: American Institutes for *Re*search.

Schwandt, T. A. (2000). Three epistemological stances for qualitative inquiry: Interpretivism, hermeneutics, and social constructionism. In N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of qualitative research (2nd ed., pp. 189–213). Thousand Oaks, CA: Sage

Selingo, J. (2014). Who advises best, pros or profs? *The New York Times.* Retrieved from http://www.nytimes.com/2014/04/13/education/edlife/who-advises-best-pros-or-profs.html?_r=0

Shipley,D. (2015). Obama flunks community colleges. Retrieved from http://www.bloombergview.com/articles/2015-01-12/fix-community-colleges-before-giving-free-tuition-to-all

Sickles, A.R. (2004). Advising first generation students. NACADA Clearinghouse of Academic Advising. Retrieved from www.nacada.ksu.edu/Resources/Clearinghouse /View-Articles/First-generation-students.aspx

Skordoulis, R., & Naqavis, S.B. (2010) Faculty Perceptions and Attitudes toward Academic Advising. *The Mentor: An Academic Advising Journal.* Retrieved from http://dus.psu.edu/mentor/

Smith, A.A. (2017). Money woes extend beyond tuition. Retrieved from https://www.insidehighered.com/news/2017/02/21/financial-insecurity-could-keep-some-community-college-students-completing

Smith, D. (2003). 5 principles of research ethics. Retrieved from http://www.apa.org/monitor/jan03/principles.aspx

Smith, J. (2016). Student success measurements must be centered on student needs.

Retrieved from http://evolllution.com/technology/metrics/student-success
-measurements-must-be-centered-on-student-needs/

Smith, C. L. & Allen, J. M. (2014). Does contact with advisors predict judgments and attitudes consistent with student success? A multi-institutional study. NACADA Journal, 34(1), 50-63.

Smith, J.S., Dai, D.Y., & Szelest, B.P. (2006). Helping first-year students make the transition to college. Retrieved from http://nacadajournal. org/doi/pdf/ 10.12930/0271-9517-26.1.67

Sonfield, A., Hasstedt, k., Kavanaugh, M.L. & Anderson R. (2013). The social and economic benefits of women's ability to determine whether and when to have children. Retrieved from https://www.guttmacher.org/pubs/social-economic
-benefits.pdf

Snyder, T.D.,& Dillow, S.A. (2013). Digest of Education Statistics 2012 (NCES 2014-015). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, D.C.

Stage, F. K., & Hossler, D. (2000). Where is the student? Linking student behaviors, college choice, and college persistence. In J. M. Braxton (Ed.), Reworking the student departure puzzle (pp. 170-194). Nashville, TN: Vanderbilt University Press.

Swail, W. S. (2001). The art of student retention. Retrieved from http://www.educational policy.org/pdf/ART.pdf

Templin, R.G. (2011). America's community colleges:The key to the college completion challenge? Retrieved from http://www.acenet.edu/the-presidency/columns
-and-features/Pages/America%E2%80%99s-Community-Colleges-The-Key-to-the-Co
ege-Completion-Challenge.aspx

Tinto, V. (2000). Taking retention seriously: Rethinking the first year of college. NACADA Journal, 19(2), 5-10.

Tinto, V. (2002). Student success and the building of involving educational communities. Retrieved June 29, 2008 from Syracuse University Web site: http://soeweb.syr.edu/academics/grad/higher_education/Copy%20of%20Vtinto/Files/PromotingStudentSuccess.pdf

Tinto, V. (2004). Linking learning and leaving. In Reworking the student departure puzzle ed. J. M. Braxton. Nashville, TN: Vanderbilt University Press

Tinto, V. (2012). *Completing college: Rethinking institutional action.* Chicago, IL: The University of Chicago Press.http://dus.psu.edu/mentor/.

Titley R. W., Titley B. S. (1982). Academic advising: The neglected dimension in designs for undergraduate education. Teaching of Psychology, 9, 45–49

Townsend, B. K., & Twombly, S. B. (2007). Community college faculty: Overlooked and undervalued. San Francisco: Jossey Bass.

Turner, D. W. (2010). Qualitative Interview Design: A Practical Guide for Novice Investigators.The Qualitative Report, 15(3), 754-760. Retrieved from http://nsuworks.nova.edu/tqr/vol15/iss3/19

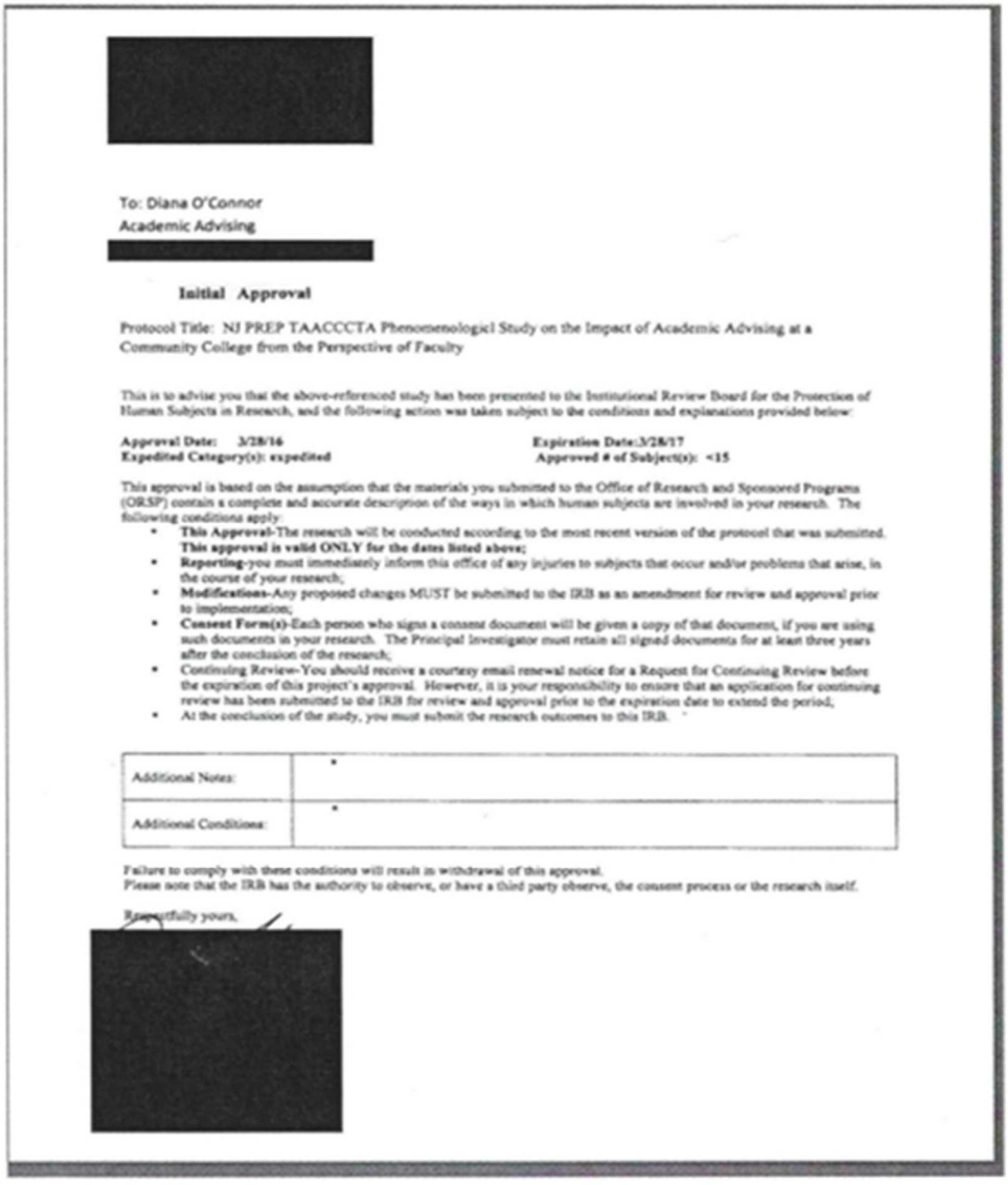
Vaughn, G. (n.d.)The Community College Story. Retrieved from http://www.aacc nche.edu/AboutCC/history/Pages/gibill.aspx

Vowell, F. (1995). Developing faculty potential as excellent advisors. National Academic Advising Association , (1). Manhattan, Kansas: National Academic Advising Association.

Wild, L. & Ebbers, L. (2002). Rethinking student retention in community colleges. *Community College Journal of Research and Practice, (26)* 503-519. Retrieved from http:www.lamission.edu/facstaff/docs/Rethinking_student_retention_in_community_colleges.pdf

Yale, A. (2010). Expanding the conversation about SEM: Advancing SEM efforts to improve student

Appendix A
Site Approval



[redacted]

To: Diana O'Connor
Academic Advising
[redacted]

Initial Approval

Protocol Title: NJ PREP TAACCCTA Phenomenological Study on the Impact of Academic Advising at a Community College from the Perspective of Faculty

This is to advise you that the above-referenced study has been presented to the Institutional Review Board for the Protection of Human Subjects in Research, and the following action was taken subject to the conditions and explanations provided below:

Approval Date: 3/28/16 **Expiration Date:3/28/17**
Expedited Category(s): expedited **Approved # of Subject(s): <15**

This approval is based on the assumption that the materials you submitted to the Office of Research and Sponsored Programs (ORSP) contain a complete and accurate description of the ways in which human subjects are involved in your research. The following conditions apply:

- **This Approval**-The research will be conducted according to the most recent version of the protocol that was submitted. **This approval is valid ONLY for the dates listed above;**
- **Reporting**-you must immediately inform this office of any injuries to subjects that occur and/or problems that arise, in the course of your research;
- **Modifications**-Any proposed changes MUST be submitted to the IRB as an amendment for review and approval prior to implementation;
- **Consent Form(s)**-Each person who signs a consent document will be given a copy of that document, if you are using such documents in your research. The Principal Investigator must retain all signed documents for at least three years after the conclusion of the research;
- Continuing Review-You should receive a courtesy email renewal notice for a Request for Continuing Review before the expiration of this project's approval. However, it is your responsibility to ensure that an application for continuing review has been submitted to the IRB for review and approval prior to the expiration date to extend the period;
- At the conclusion of the study, you must submit the research outcomes to this IRB.

Additional Notes:	•
Additional Conditions:	•

Failure to comply with these conditions will result in withdrawal of this approval.
Please note that the IRB has the authority to observe, or have a third party observe, the consent process or the research itself.

Respectfully yours,

[redacted]

Appendix B
Email to Full-Time Faculty Requesting Volunteers

Hi,

I know that most of you know that I have been attending Drexel University working on my Doctorate. I am contacting you to invite you to take part in my research study based on faculty advising at a community college.

During my studies, I realized that there is a great deal of data that links advising to retention but most of the studies have been completed from the perspective of the student, not the faculty advisor. There is also a great deal of information that ties faculty involvement outside of the classroom with student success and retention but again it does not include much input from teaching faculty.

My research study is looking at academic advising from the perspective of community college faculty. The purpose of my research is to gain perspective and insight from faculty advisors at the community college level regarding their experiences advising students. The research will focus on how community college faculty perceive their role in academic advising and explore their perspectives on the connection between advising and student retention. The focus will surround two research questions:

How do community college faculty members describe their experience with the academic advising process in regards to areas such as training, student engagement, institutional goals, and learning objectives?

If you would be interested in volunteering to partake in the study, please contact me. I have attached additional information about my study.

If you have any questions, please let me know.

Thank you,

Dianna O'Connor

Appendix C

Interview Schedule & Abbreviated Description of Ten Participants in the Study

Faculty	Gender	Department	Day & Time	Interview Length
Participant One	Female	Humanities	1:30 on October 6th	41 minutes
Participant Two	Female	Social Sciences	3:00 on October 6th	53 minutes
Participant Three	Female	Health Professions	October 11th at 3:30	34 minutes
Participant Four	Male	Health Professions	1:30 on October 12th	57 minutes
Participant Five	Male	Humanities	3:15 on October 12th	50 minutes
Participant Six	Female	Mathematics & Computer Science	10:30 on October 6th	45 minutes
Participant Seven	Male	Humanities	1:30 on October 11th	72 minutes
Participant Eight	Male	Social Sciences	3:30 on October 10th	38 minutes
Participant Nine	Male	Mathamatics Natural Science	3:30 on October 18th	41 minutes
Participant Ten	Male	Business	11:00 on November 8th	75 minutes
Backup One	Female	Social Sciences	NA	NA
Backup Two	Female	Natural Sciences	NA	NA
Participant X	Female	Natural Science	Cancelled	NA

Appendix D
Faculty Interview Form

Date: _____

Location:_____

Introduction to Interview

To facilitate our note-taking, I would like to audio tape our conversations today. Your identity will not be revealed and for your information, only researcher on the project will be privy to the tapes which will be eventually destroyed after they are transcribed. All information will be kept confidential. Your participation is voluntary and you may stop at any time if you feel uncomfortable. This study does not intend to inflict any harm and is being used for research. Thank you for your agreeing to participate. I *have planned this interview to last no longer than one hour. During this time, I have a few questions or areas that I would like to cover.*

Introduction to Study

You have volunteered to speak with me today because you have identified yourself as someone that has participated in providing academic advising services to our community college students.

I hope to describe advising and explore, in particular, advising community college students and hope to be able to understand your experience. As someone who has a great deal to share about faculty advising at this institution, I hope to capture that knowledge. Our research project as a whole focuses on the improvement of the advising process/activity, with particular interest in understanding how faculty in academic programs are engaged in this activity, how they interact with the student advisee, and whether we can begin to share what we know about making a difference in undergraduate education.

My study does not aim to evaluate your techniques or experiences. Rather, I am trying to learn more about faculty advising at a community college, and hopefully learn about faculty practices that help improve advising on campus.

Appendix E

Interview Questions

A. I**nterviewee Background**

How long have you been: _____ at this institution _____ an advisor?

Division _____

Please share with me how you define advising or an advisor?

1. Briefly describe your role as faculty advisor.
2. How were you introduced to advising at the college?
    a. How did you get involved in academic advising?
3. Was the role or responsibility of a faculty advisor explained to you?
    a. If yes, When? And briefly describe.
4. What role do you think that faculty should have in advising students?
5. What motivates you to advise students?
6. Do you receive any recognition or acknowledgement from your Division or Institution for engaging in advising?
    a. If yes, please describe.
7. Do you think participation in advising should be acknowledged by the Department and or Institution?
    a. If yes, how so?
8. Does your Division or Department have any strategies or procedures implemented for advising students?
    a. If yes, describe the strategy (strategies) used by your Division for advising?
9. Have you used any resources or technology for advising? If yes, which ones and how do you use them?
10. How do you go about determining whether a student grasps the material you present in an advising session?
11. What (if any) barriers do you think impact advising? And how could these barriers be overcome for students and/or faculty?
12. How can advising opportunities be maximized for students?
13. How can advising opportunities be maximized for faculty?
14. Describe the characteristics you associate with excellent faculty advisors?
15. Have you had any opportunities for training or development for advising?
    a. If yes, what kind?
16. Are there any types of training or development opportunities you would like to see for faculty advisors?
17. What impact does advising have on student retention?
18. What are the most common issues students need to discuss during advising sessions?
19. What are your greatest concerns when advising students?
20. Have you experienced any changes to the needs of students or the college regarding advising?
    a. If yes, how so?

Post Interview Comments and/or Observations:

Appendix F
Thank you email for faculty participants

Dear ,

I am writing to thank you for taking part in my study. I appreciate the time you took to be interviewed and the insight you provided for my research. I wanted to make available the interview transcript for review and further discussion. Please contact me if you would like to review transcription.